

# **ARABIC FOR ENGLISH SPEAKING STUDENTS**

---

**BY: MUHAMMAD ABDUL-RAUF, PH.D.**



**Al-Saadawi**  
Publications

# Arabic For english Speaking Students

## Muhammad Abdul-Rauf

1. Arabic For english Speaking Students Muhammad Abdul-Rauf
2. AL-SAADAWI PUBLICATIONS
3. AL-SAADAWI PUBLICATIONS
4. INTRODUCTION
5. DERIVED VOWELS 1 TABLE IV
6. EXERCISES
7. t
8. f
9. jr
10. . p~' ‘
11. Lr «3& ‘ 3^
12. 41 - U
13. iC. c
14. c-r
15. 67 - \*W
16. SUMMARY
17. 69 - 'W
18. >b\$3l IJL\* t
19. f.&Jl JL-i
20. d\kJ\L c dG& ‘
21. iii THE GENET! VE PERSONAL PRONOUN
22. 117 - UV
23. EXERCISES
24. Cbf JL J, Jj'j ^
25. !,B
26. f• ^
27. 144 — \U
28. 145 - H\*
29. 146 - in
30. Cr
31. 3f
32. 168 - HA
33. TABLE XXVI FORMS OF THE VERB

34. 170 - W
35. 172 - IVt
36. \*jk\
37. jtoli •> « to £3i yi yi?J I
38. ,-djU •
39. DECLINABLE AND INDECLINABLE “A Preliminary Note”
40. 193 - W
41. 194 - m
42. SECTION A
43. 195 - Wo
44. 200 — T\*»
45. EXERCISES
46. C)l\*aJLj Ql &quot;\*.J1 — 0\\_auL — <1)1. I— » Jji
47. oJ
48. Sir u
49. 1 - i'M p
50. - bU&p - Vfc p- 'j&.p - r&p
51. 216 - m
52. EXERCISES
53. Mjflr
54. 1 yb u? ^ c <£
55. () -ju,
56. tP P or
57. CM
58. > is
59. EXERCISES
60. C7 y
61. & oir,
62. EXERCISES
63. (b)
64. id 'cZLzl
65. r»'
66. LESSON 24
67. THE OBJECT OF REASON \*6yJ&\
68. 317 - rw
69. « ^ , -v\* • „r«!, f . - > ■ > c° i f • . v,
70. 4 rA d ,P^ bWW
71. LESSON 25
72. THE ACCOMPANYING OBJECT
73. EXERCISES

74. LESSON 26
75. THE ADJECTIVAL ACCUSATIVE ADVERB £l\_£j|
76. 321 - TT1
77. EXERCISES
78. Jj J l\$Jw\* \ J^lp 4 li^tiJ Ji o^S\* 11 CJii
79. EXERCISES
80. LESSON 28
81. THE NOUN EXCEPTED BY
82. EXERCISES
83. pSsJli-pl l y j J l ( l^jl ) < b
84. j ouc; ji > vi
85. ilr ohi
86. 366 - rn
87. 367 - nv
88. u»...
89. ....
90. LESSON 33
91. CONJUNCTION \LJ
92. EXERCISES
93. LESSON 34
94. THE SUBSTITUTE Jj£jf
95. 377 - TW
96. EXERCISE
97. A. SUMMARY OF THE DECLENSION ENDINGS
98. i. "NOUNS"
99. jru jj, 0 j c ^ < yru ^
100. But if you say : S^JJl ,|jjl LLJ iU\*
101. oOi c
102. „ , »s , / , o \* \*
103. Utli
104. o.. , v\*„ &quot; &quot; &quot; &quot; ;X\*\ v.r 'i\*', '•
105. ' r 1 .
106. a ' . Sta « ?;i ,
107. 416 — m
108. £ -t J J i»4 J O 1 J 4 and I jt3
109. jJi > JI ja J? boyJl b'
110. . Lj j J b^j ll oL > Jl oJlfi. nlv?(J
111. . j/st\ oytr t juji
112. . olTy- Jp N v^yM -uj 6j^j y^'
113. f ou^vi ,iA jr uiui c bo



114.  $\langle j \rangle J^* J i^a m \langle \rangle j^{\text{adj}} V l i V l j$

## Pages

1. 0
2. 1
3. 2
4. 3
5. 4
6. 5
7. 6
8. 7
9. 8
10. 9
11. 10
12. 11
13. 12
14. 13
15. 14
16. 15
17. 16
18. 17
19. 18
20. 19
21. 20
22. 21
23. 22
24. 23
25. 24
26. 25
27. 26
28. 27
29. 28
30. 29
31. 30
32. 31
33. 32
34. 33

35. [34](#)  
36. [35](#)  
37. [36](#)  
38. [37](#)  
39. [38](#)  
40. [39](#)  
41. [40](#)  
42. [41](#)  
43. [42](#)  
44. [43](#)  
45. [44](#)  
46. [45](#)  
47. [46](#)  
48. [47](#)  
49. [48](#)  
50. [49](#)  
51. [50](#)  
52. [51](#)  
53. [52](#)  
54. [53](#)  
55. [54](#)  
56. [55](#)  
57. [56](#)  
58. [57](#)  
59. [58](#)  
60. [59](#)  
61. [60](#)  
62. [61](#)  
63. [62](#)  
64. [63](#)  
65. [64](#)  
66. [65](#)  
67. [66](#)  
68. [67](#)  
69. [68](#)  
70. [69](#)  
71. [70](#)  
72. [71](#)  
73. [72](#)  
74. [73](#)

- 75. [74](#)
- 76. [75](#)
- 77. [76](#)
- 78. [77](#)
- 79. [78](#)
- 80. [79](#)
- 81. [80](#)
- 82. [81](#)
- 83. [82](#)
- 84. [83](#)
- 85. [84](#)
- 86. [85](#)
- 87. [86](#)
- 88. [87](#)
- 89. [88](#)
- 90. [89](#)
- 91. [90](#)
- 92. [91](#)
- 93. [92](#)
- 94. [93](#)
- 95. [94](#)
- 96. [95](#)
- 97. [96](#)
- 98. [97](#)
- 99. [98](#)
- 100. [99](#)
- 101. [100](#)
- 102. [101](#)
- 103. [102](#)
- 104. [103](#)
- 105. [104](#)
- 106. [105](#)
- 107. [106](#)
- 108. [107](#)
- 109. [108](#)
- 110. [109](#)
- 111. [110](#)
- 112. [111](#)
- 113. [112](#)
- 114. [113](#)

115. [114](#)  
116. [115](#)  
117. [116](#)  
118. [117](#)  
119. [118](#)  
120. [119](#)  
121. [120](#)  
122. [121](#)  
123. [122](#)  
124. [123](#)  
125. [124](#)  
126. [125](#)  
127. [126](#)  
128. [127](#)  
129. [128](#)  
130. [129](#)  
131. [130](#)  
132. [131](#)  
133. [132](#)  
134. [133](#)  
135. [134](#)  
136. [135](#)  
137. [136](#)  
138. [137](#)  
139. [138](#)  
140. [139](#)  
141. [140](#)  
142. [141](#)  
143. [142](#)  
144. [143](#)  
145. [144](#)  
146. [145](#)  
147. [146](#)  
148. [147](#)  
149. [148](#)  
150. [149](#)  
151. [150](#)  
152. [151](#)  
153. [152](#)  
154. [153](#)

155. [154](#)  
156. [155](#)  
157. [156](#)  
158. [157](#)  
159. [158](#)  
160. [159](#)  
161. [160](#)  
162. [161](#)  
163. [162](#)  
164. [163](#)  
165. [164](#)  
166. [165](#)  
167. [166](#)  
168. [167](#)  
169. [168](#)  
170. [169](#)  
171. [170](#)  
172. [171](#)  
173. [172](#)  
174. [173](#)  
175. [174](#)  
176. [175](#)  
177. [176](#)  
178. [177](#)  
179. [178](#)  
180. [179](#)  
181. [180](#)  
182. [181](#)  
183. [182](#)  
184. [183](#)  
185. [184](#)  
186. [185](#)  
187. [186](#)  
188. [187](#)  
189. [188](#)  
190. [189](#)  
191. [190](#)  
192. [191](#)  
193. [192](#)  
194. [193](#)

195. [194](#)  
196. [195](#)  
197. [196](#)  
198. [197](#)  
199. [198](#)  
200. [199](#)  
201. [200](#)  
202. [201](#)  
203. [202](#)  
204. [203](#)  
205. [204](#)  
206. [205](#)  
207. [206](#)  
208. [207](#)  
209. [208](#)  
210. [209](#)  
211. [210](#)  
212. [211](#)  
213. [212](#)  
214. [213](#)  
215. [214](#)  
216. [215](#)  
217. [216](#)  
218. [217](#)  
219. [218](#)  
220. [219](#)  
221. [220](#)  
222. [221](#)  
223. [222](#)  
224. [223](#)  
225. [224](#)  
226. [225](#)  
227. [226](#)  
228. [227](#)  
229. [228](#)  
230. [229](#)  
231. [230](#)  
232. [231](#)  
233. [232](#)  
234. [233](#)

235. [234](#)  
236. [235](#)  
237. [236](#)  
238. [237](#)  
239. [238](#)  
240. [239](#)  
241. [240](#)  
242. [241](#)  
243. [242](#)  
244. [243](#)  
245. [244](#)  
246. [245](#)  
247. [246](#)  
248. [247](#)  
249. [248](#)  
250. [249](#)  
251. [250](#)  
252. [251](#)  
253. [252](#)  
254. [253](#)  
255. [254](#)  
256. [255](#)  
257. [256](#)  
258. [257](#)  
259. [258](#)  
260. [259](#)  
261. [260](#)  
262. [261](#)  
263. [262](#)  
264. [263](#)  
265. [264](#)  
266. [265](#)  
267. [266](#)  
268. [267](#)  
269. [268](#)  
270. [269](#)  
271. [270](#)  
272. [271](#)  
273. [272](#)  
274. [273](#)

275. [274](#)  
276. [275](#)  
277. [276](#)  
278. [277](#)  
279. [278](#)  
280. [279](#)  
281. [280](#)  
282. [281](#)  
283. [282](#)  
284. [283](#)  
285. [284](#)  
286. [285](#)  
287. [286](#)  
288. [287](#)  
289. [288](#)  
290. [289](#)  
291. [290](#)  
292. [291](#)  
293. [292](#)  
294. [293](#)  
295. [294](#)  
296. [295](#)  
297. [296](#)  
298. [297](#)  
299. [298](#)  
300. [299](#)  
301. [300](#)  
302. [301](#)  
303. [302](#)  
304. [303](#)  
305. [304](#)  
306. [305](#)  
307. [306](#)  
308. [307](#)  
309. [308](#)  
310. [309](#)  
311. [310](#)  
312. [311](#)  
313. [312](#)  
314. [313](#)



315. [314](#)  
316. [315](#)  
317. [316](#)  
318. [317](#)  
319. [318](#)  
320. [319](#)  
321. [320](#)  
322. [321](#)  
323. [322](#)  
324. [323](#)  
325. [324](#)  
326. [325](#)  
327. [326](#)  
328. [327](#)  
329. [328](#)  
330. [329](#)  
331. [330](#)  
332. [331](#)  
333. [332](#)  
334. [333](#)  
335. [334](#)  
336. [335](#)  
337. [336](#)  
338. [337](#)  
339. [338](#)  
340. [339](#)  
341. [340](#)  
342. [341](#)  
343. [342](#)  
344. [343](#)  
345. [344](#)  
346. [345](#)  
347. [346](#)  
348. [347](#)  
349. [348](#)  
350. [349](#)  
351. [350](#)  
352. [351](#)  
353. [352](#)  
354. [353](#)

355. [354](#)  
356. [355](#)  
357. [356](#)  
358. [357](#)  
359. [358](#)  
360. [359](#)  
361. [360](#)  
362. [361](#)  
363. [362](#)  
364. [363](#)  
365. [364](#)  
366. [365](#)  
367. [366](#)  
368. [367](#)  
369. [368](#)  
370. [369](#)  
371. [370](#)  
372. [371](#)  
373. [372](#)  
374. [373](#)  
375. [374](#)  
376. [375](#)  
377. [376](#)  
378. [377](#)  
379. [378](#)  
380. [379](#)  
381. [380](#)  
382. [381](#)  
383. [382](#)  
384. [383](#)  
385. [384](#)  
386. [385](#)  
387. [386](#)  
388. [387](#)  
389. [388](#)  
390. [389](#)  
391. [390](#)  
392. [391](#)  
393. [392](#)  
394. [393](#)

395. [394](#)  
396. [395](#)  
397. [396](#)  
398. [397](#)  
399. [398](#)  
400. [399](#)  
401. [400](#)  
402. [401](#)  
403. [402](#)  
404. [403](#)  
405. [404](#)  
406. [405](#)  
407. [406](#)  
408. [407](#)  
409. [408](#)  
410. [409](#)  
411. [410](#)  
412. [411](#)  
413. [412](#)  
414. [413](#)  
415. [414](#)  
416. [415](#)  
417. [416](#)  
418. [417](#)  
419. [418](#)  
420. [419](#)  
421. [420](#)  
422. [421](#)  
423. [422](#)  
424. [423](#)  
425. [424](#)  
426. [425](#)  
427. [426](#)  
428. [427](#)  
429. [428](#)  
430. [429](#)  
431. [430](#)  
432. [431](#)  
433. [432](#)  
434. [433](#)

435. [434](#)  
436. [435](#)  
437. [436](#)  
438. [437](#)  
439. [438](#)  
440. [439](#)  
441. [440](#)  
442. [441](#)  
443. [442](#)  
444. [443](#)

# Arabic For english Speaking Students Muhammad Abdul-Rauf

Muhammad Abdul-Rauf

This book was produced in EPUB format by the Internet Archive.

The book pages were scanned and converted to EPUB format automatically. This process relies on optical character recognition, and is somewhat susceptible to errors. The book may not offer the correct reading sequence, and there may be weird characters, non-words, and incorrect guesses at structure. Some page numbers and headers or footers may remain from the scanned page. The process which identifies images might have found stray marks on the page which are not actually images from the book. The hidden page numbering which may be available to your ereader corresponds to the numbered pages in the print edition, but is not an exact match; page numbers will increment at the same rate as the corresponding print edition, but we may have started numbering before the print book's visible page numbers. The Internet Archive is working to improve the scanning process and resulting books, but in the meantime, we hope that this book will be useful to you.

The Internet Archive was founded in 1996 to build an Internet library and to promote universal access to all knowledge. The Archive's purposes include offering permanent access for researchers, historians, scholars, people with disabilities, and the general public to historical collections that exist in digital format. The

Internet Archive includes texts, audio, moving images, and software as well as archived web pages, and provides specialized services for information access for the blind and other persons with disabilities.

Created with abbyy2epub (v.1.7.6)

© Copyright by Muhammad Abdul-Rauf

U.S.A.

# **AL-SAADAWI PUBLICATIONS**

P.O. Box: 4059 Alexandria, VA 22303 Tel: (703) 329-6333 Fax:  
(703) 329-8052

LEBANON

# **AL-SAADAWI PUBLICATIONS**

P.O. Box 135788 Sakiat-AI-Janzir Vienna Bldg, Vienna St.

Beirut, Lebanon Tel: 860189, 807779

All rights reserved. No part of this publication may be reproduced, stored in retrieval system, or transmitted in any form or by any means, electronic, mechanical, photo-copying, recording or otherwise, without the prior permission of the publisher.

Library of Congress Catalog Card Number: 76-52592

ARABIC FOR ENGLISH SPEAKING STUDENTS ISBN  
#1-881963-00-4

First printing, 1973 Second printing, 1975 Third printing, 1977  
Fourth printing, 1979 Fifth printing, 1983 Sixth printing, 1989  
Seventh printing, 1993 Eighth printing, 1995 Ninth printing, 1998  
Printed in the USA



ا	ب	ت	ث	ج
ح	خ	د	ذ	ر
ز	س	ش	ص	ض
ط	ظ	ع	غ	ف
ق	ك	ل	م	ن
	هـ	و	ي	

ج ذ ح خ د

ر ز ع ل ف ح ط ك م ن ه و ث ج د



# INTRODUCTION

The need for a simple and easy guide to assist the adult English-speaking student who seeks to unravel the Complexities of Arabic and its grammar, had long been felt. This work is an attempt to answer this need.

I assumed that the student is absolutely a beginner, and I go along with him on the road very slowly in the early stages until he gradually builds up some basic knowledge for proceeding at a faster rate. The method adopted here is as follows:

- (a) The lesson begins by giving a sample for the uses of the topic to be discussed and taught, in a clear and tabulated form.
- (b) This is followed by “Notes” in which observations are derived from the examples in the table.
- (c) At the end of the Notes, a summary of the information gained in the lesson is given to reinforce the student’s understanding.
- (d) The lesson is concluded by an exercise to help in digesting the rules.

Some inherently difficult topics are treated in the book, such as the behaviour of the weak endings of the verb, the verbal patterns, the infinitive forms and the condition of the noun following a numerical word. The student may regard the pages dealing with these topics as documents for reference rather than material to be trusted to memory. The best method for retaining grammatical rules, however, is by their application and observation in handling a text.

This book is basically a work on Grammar, not an Arabic Reader. I have deliberately reduced the amount of vocabulary to avoid boredom that may discourage the student who seeks to learn the rules of grammar from a simple and clear text.

I am indebted to my predecessors who wrote on the subject of

Arabic grammar. I have deviated from their method, however, not only in adopting a simple and clear manner of exposition, but also in using Arabic terms or their unambiguous equivalents. Conventional English terms are left out when they are ambiguous or when their use may lead to confusion.

In the translation of Arabic texts, attention was given to the original style rather than the English idiom. I have therefore tried to approach the Arabic expression even at the cost of occasional non-compliance with standard English in order that the English learner, who will have no difficulty in following the argument, may gain true impressions of how the ideas are to be conveyed in the language he is learning.

I hope this book will be of some good use; and I shall appreciate receiving any observations the reader might wish to make about this work.

Author

## ACKNOWLEDGEMENT

The author is grateful to the Al-Saadawi Publications Inc. of Alexandria, Virginia, U.S.A., and its energetic director, Mr. Safaa al-Saadawi, for taking such a great interest in this book and for continuing to distribute it at the widest possible scale. May the Almighty Allah bless their efforts and may He continue to make them helpful, fruitful, and successful.

On the occasion of the publication of this edition in which some further improvements have been made, the author acknowledges with thanks the help and support extended to him by H.E. Dr. Muhammad Tawfig Oweidah, the former Secretary General of the Supreme Council of Islamic Affairs, as well as the cooperation and assistance of Professor AbdelRahman Osman, the former Assistant Director of The Islamic Center.

I am also grateful for the cooperation and the encouraging messages received from scholars engaged in the promotion and teaching of

the Arabic language. Typical of those messages is the following gracious statement sent by Dr. P. C. Johnstone, Professor of the Arabic Center for the Study of Islam and the Christian-Muslim Relations at Selley Oak College, Birmingham, England:

One particular helpful point I noted is the wealth of examples you give for the various constructions; and the diagrams, for instance of nouns and their plurals, and the verbs, will be of great use for teaching. Having myself tried to use rather cramped texts in the past, I am well the more appreciative of the very clear layout of the whole book.”

Muhammad Abdul-Rauf Bethesda, MD U.S.A. April 12, 1993

• •

## VII

### CONTENTS

#### PART ONE

#### STRUCTURE AND CATEGORIES OF THE WORD

Page

INTRODUCTION . . V

TABLE OF CONTENTS ... . vii

A. STRUCTURE OF THE ARABIC WORD. - 3

CHAPTER I : THE ALPHABET 5

LESSON 1 : Symbols and Names of the Alphabet . 7

LESSON 2 : Unfamiliar Arabic Sounds. 9

CHAPTER II : THE VOWELS - 11

LESSON 3 : The Basic Vowels . 13

LESSON 4 : The Derived Vowels . 17

LESSON 5 : Arabic Alphabet and Vowels, and English Alphabet and Vowels

23

Compared ...

CHAPTER III : CONSTRUCTION OF THE ARABIC WORD 27

LESSON 6 : Rules and Guidelines for Connecting the Component Characters

of the Word. 29

LESSON 7 :The Types of Seat of the Hamzah in its Various Positions. 39

B. PARTS OF SPEECH . 45

DIVISION 1 : The NOUN — 47

CHAPTER I : (a) ITS DEFINITION AND CLASSES 49

- J \*' 51

LESSON 8 : Definition and Classes of the Noun.. ..

(b) THE CLEAR NOUN AND ITS FEATURES 57

59

LESSON 9 : The Definite Article . .

LESSON 10 : The Nunation Suffix . . . 65

71

LESSON 11 : The Construct Phrase .\*.

# CONTENTS

## PART ONE

### STRUCTURE AND CATEGORIES OF THE WORD

	<i>Page</i>
INTRODUCTION ... ..	v
TABLE OF CONTENTS ... ..	vii
<b>A. STRUCTURE OF THE ARABIC WORD...</b> ... ..	<b>3</b>
CHAPTER I : <i>THE ALPHABET</i> <span style="float: right;">تجويز</span>	5
LESSON 1 : Symbols and Names of the Alphabet ... ..	7
LESSON 2 : Unfamiliar Arabic Sounds ... ..	9
CHAPTER II : <i>THE VOWELS</i> <span style="float: right;">تجويز</span>	11
LESSON 3 : The Basic Vowels ... ..	13
LESSON 4 : The Derived Vowels ... ..	17
LESSON 5 : Arabic Alphabet and Vowels, and English Alphabet and Vowels Compared ... ..	23
CHAPTER III : <i>CONSTRUCTION OF THE ARABIC WORD</i> <span style="float: right;">تجويز</span>	27
LESSON 6 : Rules and Guidelines for Connecting the Component Characters of the Word ... ..	29
LESSON 7 : The Types of Seat of the Hamzah in its Various Positions ... ..	39
<b>B. PARTS OF SPEECH</b> ... ..	<b>45</b>
DIVISION I : The NOUN <span style="float: right;">صرف</span>	47
CHAPTER I : (a) <i>ITS DEFINITION AND CLASSES</i>	49
LESSON 8 : Definition and Classes of the Noun ... ..	51
(b) <i>THE CLEAR NOUN AND ITS FEATURES</i>	57
LESSON 9 : The Definite Article ... ..	59
LESSON 10 : The Nunation Suffix ... ..	65
LESSON 11 : The Construct Phrase <span style="float: right;">تجويز</span> ... ..	71

CHAPTER 11 : GENDER AND NUMBER

LESSON 12 : Masculine and Feminine .

LESSON 13 : Singular, Dual, And Plural .



## CHAPTER HI: THE PRONOUNS

LESSON 14 : The Personal Pronoun and Its Inflection

LESSON 15 : The Demonstrative Pronouns.

LESSON 16 : The Relative Pronouns .

LESSON 17 : The Interrogative Pronouns .

## DIVISION 2 : THE VERB

LESSON 18 : Categories .

LESSON 19 : Patterns of the Verb .

LESSON 20 : Kin-Derivatives of the Verb .

## DIVISION 3 : THE PARTICLES

LESSON 21 : Prepositions and Conjunctions

Page

75

77

85

95

99

121

127

133

141

143

153

167

177

179

PART TWO c V" ; \*

DECLENSION AND INDECLENSION

A PRELIMINARY REMARK .

SECTION A : THE VERB .

CHAPTER I : DECLENSION OF THE VERB .

LESSON 1 : Verbal Declension and Cases .

LESSON 2 : The Case of Raf' .

LESSON 3 : The Case of Nasb ...

LESSON 4 : The Case of Jazm .

LESSON 5 : Declension of the Weak Verbs I, (Unsuflbcd)... LESSON  
6 : Declension of the Weak Verbs II, (Suffixed)

CHAPTER II : INDECLENSION OF PAST TENSE LESSON 7 : The Past  
Tense of "Sound" Verbs

LESSON 8 : The Past Tense of the Weak Verbs.

CHAPTER III : INDECLENSION OF THE IMPERFECT LESSON 9 :  
The Indeclinable Imperfect.

1 tji)' \9'->

189

191

... 195

, ... 197

... 199

... 203

... 207

... 211 ... 215

219

223 225 ... 231

237 239

ix

Page

LESSON 10 : The Five Verbs and the Emphatic Nun. 243

CHAPTER IV : INDECLENSION OF THE IMPERATIVE 247

LESSON 11 : The Imperative with a Sound-Ending. 249

LESSON 12 : The Imperative with a Weak-Ending.. 1 . 253

SECTION B : THE NOUN . '... 257

CHAPTER I : THE INDECLINABLE NOUNS . 259

LESSON 13 : The Indeclinable Nouns . 261

CHAPTER II : THE DECLINABLE NOUN 267

(a) RAF, NOMINATIVE ” 269

LESSON 14 : Categories and Sign-Endings of the Nominative Case .

LESSON 15 : The Doer of the Verb. 275

LESSON 16 : Substitute of the Doer. .. 279

LESSON 17 : The Subject and Predicate . 283

LESSON 18 : The Noun of M and its Sisters. 287

LESSON 19 : The Predicate of and Its Sisters. 293

(b) NASB, ACCUSATIVE " 299

LESSON 20 : Categories and Signs of Accusative Nouns . 301

LESSON 21 : The Direct Object . 303

LESSON 22 : The Absolute Object . 309

LESSON 23 : The Object of Place or Time . 313

LESSON 24 : The Object Indicating Reason . 317

LESSON 25 : The Object after the Simultaneous Waw . 319

LESSON 26 : The Adverb JU-I 321

LESSON 27 : The Specifying Noun j^l . 327

LESSON 28 : The Noun Excepted by 335

LESSON 29 : The Vocative rfiUU . 341

(c) JARR, "GENITIVEV 347

LESSON 30 : Categories and Signs of Genitive . 349

## SECTION C THE FOLLOWERS

### A PRELIMINARY NOTE.

LESSON 31 : The Adjective ■- -H

LESSON 32 : The Emphatic Word

LESSON 33 : A Word after a Conjunction i f

LESSON 34 : The Substitute JjUI .

PART THREE

APPENDICES .

A) Summary of the Declension Endings .

B) The Un-Nunated Nouns.

Q Types of the Arabic Sentence .

D) The Infinitive (The Gerund or Verbal Noun) jx\*U

E) Survival and Omission of The Sound of The Initial Hamzah

F) Dual and Sound Plural of Nouns with a long-vowel Ending

G) The Diminutive Form j«^s)l

H) The Attributive Form Vr ;i i

I) The Verbal Style of Exclamation .

J) Use of Arabic Dictionaries .

K) Glossary of the Arabic Terms of Grammar..

Page

359

365

371

375

379

381

385

389

391

397

403

407

409

411

415

## PART ONE

### STRUCTURE AND CATEGORIES OF WORDS

SECTION A : STRUCTURE OF THE ARABIC WORD SECTION B :  
CATEGORIES OF THE ARABIC WORD

SECTION A

STRUCTURE OF THE ARABIC WORD

CHAPTER I CHAPTER II CHAPTER III

THE ALPHABET THE VOWELS

CONSTRUCTION OF THE WORD

THE ALPHABET THE VOWELS

CONSTRUCTION OF THE WORD



## CHAPTER I

### THE ALPHABET

LESSON 1 : Symbols and Names of the Arabic Alphabet LESSON 2 :  
Arabic Sounds Having no Equivalents in English

## LESSON 1

### THE ARABIC ALPHABET I TABLE I

Read from right to left. The top lines are the Arabic letters. The

middle line indicates their English equivalents. The bottom line gives their names.

عـ \_>  
 حـ I, U,  
 •  
 ثـ  
 جـ  
 دـ  
 ذـ  
 رـ  
 زـ  
 سـ  
 شـ  
 %  
 طـ  
 ظـ  
 فـ \*>  
 قـ  
 كـ  
 هـ  
 وـ  
 •  
 عـ  
 •  
 2  
 يـ  
 •  
 مـ  
 نـ  
 كـ  
 مـ  
 وـ

Notes :

1.—The first character of the Arabic alphabet, called HAMZAH or ALIF, has the sound of the glottal stop which occurs in the beginning of an English word with an initial vowel, like apple, uncle, ink and umlaut. The english vowels in these words; namely, the a, the u, and the i serve two functions; to give the sound of a glottal stop and to serve as a vowel. They are

7 - V

## LESSON 1

### THE ARABIC ALPHABET I

TABLE I

Read from right to left. The top lines are the Arabic letters. The middle line indicates their English equivalents. The bottom line gives their names.

خ	ح	ج	ث	ت	ب	ا
Kh	H	J	Th	T	B	A, I, U, , <sup>1</sup>
Khā'	Hā'	Jīm	Thā'	Tā'	Bā'	Alif
ص	ش	س	ز	ر	ذ	د
Ṣ	Sh	S	Z	R	Dh	D
Ṣād	Shīn	Sīn	Zāy	Rā'	Dhāl	Dāl
ق	ف	غ	ع	ظ	ط	ض
Q	F	Gh	‘	Ẓ	Ṭ	Ḍ
Qāf	Fā'	Ghayn	‘Ayn	Zā'	Ṭā'	Ḍād
2						
ي	و	هـ	ن	م	ل	ك
Y	W	H	N	M	L	K
Yā'	Wāw	Hā'	Nūn	Mīm	Lām	Kāf

#### Notes :

- 1.—The first character of the Arabic alphabet, called HAMZAH or ALIF, has the sound of the glottal stop which occurs in the beginning of an English word with an initial vowel, like apple, uncle, ink and unlaut. The English vowels in these words; namely, the a, the u, and the i serve two functions; to give the sound of a glottal stop and to serve as a vowel. They are

not necessarily like the a, the u and the i, in fat, mud, pin and put; but, in addition, denote a glottal stop sound.

However, the English glottal stop occurs in the beginning of the word only. The Arabic glottal stop, on the other hand, may occur in

the beginning or in the middle or at the end of the word. When we transliterate an Arabic word with the glottal stop in the beginning, the glottal stop is to be written as a, i or u, depending on its vowel. y r n the other hand.

When (he glottal stop occurs in the middle or at the end of the Arabic word, it is represented by a sign which resembles the regular apostrophe; namely ;

2.—When a letter is written twice in this table, it means that it may assume either of the two characters.

(Note that the Arabic Alphabet consists of consonants only. It does not contain any characters that would denote the vowels.)

## EXERCISES

1. —Read the names of the Alphabet - aloud - from right to left, always looking at (he characters.

Repeat this ten times.

2. —Read ten times, the name of each of the characters of the Alphabet,, looking at the same time

at the character.

8 \_ A

## LESSON 2

### THE ARABIC ALPHABET II Arabic Letters with Unfamiliar Sounds TABLE II

r t

It

Letters Transcription

Sound

## Name of Letter

I t \ t \*

c

t

u\*

b

b

'i

H

Kh

S

D

«

r

z

A glottal stop, like 'a\* in apple, T Alif (or Hamzah) in ink oi the first \*u' in umlaut,

A strongly aspirated h, giving the Ha'

sound of clearing the throat.

Like ch in the Scottish word loch Kha'

or in the German word acht, but more emphasised from the throat.

An s, produced more from the Sad

throat setting a larger part of the tongue against the palate.

The S in sword approaches this sound.

A d produced more from the throat, Dad

setting the tongue against the palate and upper front teeth. The d in dawn somewhat resembles this sound.

A t produced more from the throat Ta'

setting a greater part of the tongue against the palate. The t in mutton is nearly like this sound.

Like th in this, but produced more Za\*

from the throat, setting the ton

Letters

Transcription

Sound

Name of Letter

t

t  
d

gue below the upper front teeth more emphatically.

‘ A strong guttural produced by ‘Ayn

compressing the throat and exploding the breath.

It is nearly like an emphatic gut- Ghayn

tural French r, with a more gargling sound.

O A K, produced more emphatically Qaf

from the throat, like c in “cow”.

Notes :

1.—See Note I in Lesson 1

term Hamzah .like the term Alif denotes the sound of a glottal stop; but it also denotes a shape resembling the head of an £ ; namely, c . This character, however, hardly comes alone; it sits on the I or on the j or on the j , making one of these combinations : I t j \* ^ We shall discuss the rules governing this in due course. However, the Alif alone may denote the glottal stop with no Hamzah on top of it.

## EXERCISES

1—Re-write the Alphabet, taking note of the diacritical marks which distinguish similar letters from each other. Repeat each letter as many times as will fill a line in your exercise book, and utter the sound as you write the letter.

2. Read the Alphabet aloud as many times as you can. Make sure that you pronounce them correctly; and that you memorise them in the correct order.

3. —Give the names of the Arabic letters with sounds which are not provided in the English

Language. Train yourself in producing them as best as you can.

4. What are the elements in the English Alphabet which have no equivalents in Arabic ?

IQ - 1.

## CHAPTER II

### THE VOWELS



LESSON 3 :

The Arabic Basic Vowels.

LESSON 4 :

The Derived Vowels.

LESSON 5 :

Arabic Alphabet and Vowels, and English Alphabet and Vowels Compared.

**li - n**

LESSON 3

~~THE~~ ARABIC BASIC VOWELS  
TABLE III

✓ ^

V J \*

da — ru — saa

(He ~~hatched~~ (d)ise)

• \*

ʔ.B

ʔam

zid

(Misid)

Notes :

Read the above words with the aid of their transliteration in the middle lines, then you will find :

A .—The first word on the right, ^ j S » consists of three consonants, each is equivalent to an

English unstressed syllable, as follows r

da s

sa

However, we see a stroke over the Arabic consonants. This stroke serves the function of the vowel “a” which follows the English consonants. Us value is the same as that of “a in the English word “bat”, or “u” in “cut”. This stroke over the consonant which has the value of “a” in “bat” or “u” in “cut” is called, PATH AH. It is a short vowel, that is, not prolonged.

B —The next word, OjS » can be analysed as follows :

\*

da S

ri  
ba

13 - IT

## LESSON 3

### THE ARABIC BASIC VOWELS

TABLE III

و ز ن

wa — zu — na  
(He became wise)

د ر ب

da — ri — ba  
(He is trained)

د ر س

da — ra — sa  
(He studied)

دَم

dam  
(blood)

زِد

zid  
(Add)

زُر

zur  
(Visit)

#### Notes :

Read the above words with the aid of their transliteration in the middle lines, then you will find :

A.—The first word on the right, دَرَسَ, consists of three consonants, each is equivalent to an

English unstressed syllable, as follows :

da      دَ

ra      رَ

sa      سَ

However, we see a stroke over the Arabic consonants. This stroke serves the function of the vowel "a" which follows the English consonants. Its value is the same as that of "a" in the English word "bat", or "u" in "cut". This stroke over the consonant which has the value of "a" in "bat" or "u" in "cut" is called, *FATHAH*. It is a short vowel, that is, not prolonged.

B —The next word, دَرِبَ, can be analysed as follows :

da      دَ

ri      رِ

ba      بَ

Here, while the first and last consonants have the fathah vowel, the middle consonant has a stroke below it. This stroke coming below the Arabic consonant is represented by the vowel in the equivalent syllable. Therefore it has the value of "i" in the English word "rib" and is called *KASRAH*.

C. The third word, O j j \* can be analysed as follows :

Wa

Zu

Na

i

j

j

✓

Again the first and last consonants have the fathah vowel. The middle consonant, j , has a

sign over it which resembles a small, j . This sign is represented in the transcription by the vowel

“u” which has the value of “u” in the English word “put”. This sign which has in Arabic the value of the vowel “u” in the word “put” is called DAMMAH.

£ > .—Each of the following three words next in the Table, appearing at the beginning of this lesson consists of one syllable only; thus :

Zid = ذيد

Zu = ذو

Dam =

(°

We can easily recognise the vowels on the first consonants of each of these words. The second

consonants, ^ , j , and, ^ , in these words have no vowels. The absence of vowels is

indicated by a sign resembling a small circle on the top of the consonant. This sign is called SUKUN, meaning “quiescence”, i.e., no sound uttered after the pronouncing of the consonant.

14 - U

## SUMMARY

1.—As in English the full sound of the consonant is achieved by the application of the vowel; but there are only three basic vowels in Arabic : One has the value of “a” in “bat or “u in “but”; another has the value of “i” in “fit”; and the third has the value of “u in put They are all short.

2—These vowels are not represented by characters following the consonants; but are represented by signs written above or below the consonants as follows :

^ ^ ) ( \_ ) These signs are called : FATHAH, KASRAH, and DAMMAH

y

respectively.

3 # —The absence of vowels is represented by a small circle over the consonant, like this ( \_ ). It is called SUKUN.

## EXERCISES

1 , Apply the three vowels to all the consonants, as follows :

U IS is •

y

S y

V\_ J < ■- 1 t

\ \ 1

reading them aloud. Repeat this five times.

2. Read the following words with the help of the vowels, repeating each word ten times

at

4 u" J

y'

C LPj

6-9»A!

g. \_)->

(1) These, except the last three words, are verbs in the Past Tense; meaning . inherited, became bad, became wise. The last three mean : Study, Plant; Overtake.

planted, presided, permitted. They are imperatives.

## LESSON 4



# DERIVED VOWELS 1 TABLE IV

~~W~~and ~~ri~~ption  
~~My~~ house  
~~less-on~~ below  
~~(He)~~ met with ease  
~~(He)~~ supported  
~~A~~ danda — mu  
~~Inde~~da  
 >  
~~(We)~~ said good-bye  
~~(He)~~ falsified ra  
 JJJ  
~~A~~ fathun  
 •  
~~A~~ flowed — tan  
~~A~~ valley in

Table caption(1) For the sake of clarity we regard the short vowels as the original and the others as derived from them.

Table caption(2) This j is the consonant Cj coming at the end of a fern. noun.

17 - W

## Notes :

A.

I.-The first word in group | of Table IV above; namely ^ consists of two syllables :

> -i = and f

LSj \* = "

The consonant p in the first syllable has a fa,bah vowel, but the/nnW, is lengthened. This

emphasis is represented in the Arabic syllable by the addition of AUf after the consonant

and by a stress over the English vowel. Thus the alif wUhout hamaah becomes a long vowel. 6

II. The consonant ^ in the second syllable of the same word, has a kasrah vowel below. This

vowel is also elongated, and stressed, and this is represented by the addition of Ya' after the consonant. Thus the Ya' without hamzah becomes a long vowel.

III.—The second word in the group, , also consists of two syllables; £ = du and

-w'

j = na. The first is stressed; the second is not.

In the first syllable, the consonant i has the dammah vowel which is lengthened and

emphasised by adding Wa«. Thus the wZ, whithont hamaah becomes a long vowel.

In other words, the short three vowels may be lengthened. When they are so stressed, the fa,bah is to be followed^ by Alif ; the kasrah by Yi and the dammah by dw. The Alif, the Waw and the Ya 1 so used, are described as long vowels.

(In English transcription, this stress is indicated by a macron over the equivalent vowel).

B. The first syllable in each of the three words in group namely :

OT , jj'T and- 'ST

is an elongated | , with the fathah vowel.

If we follow the rule of long vowels above, the syllable should have been written like this : | f consisting of the Hamzah, f , and the long vowel | , Alif.

However, the stressed \* is exempted from the rule of adding and/jf to represent the elongated

## 18 - IA

, over

fathah; and the a fathah sign and the second 1 are removed and replaced by the sign :

\ . This sign is called Maddah .

c. From the transcription of the words in the next group, in the Table, we see that each word has a duplicate consonant; a double N, a double D and a double W. The first of these

duplicated letters is un-vowelied and belongs to the first syllable; the second is vowelied and belongs to the next syllable. Yet, while the duplicate consonant is written twice in the

English transcription, its Arabic equivalent : j c t f ' Nun ' and W < \* w > is

written only once. Instead of repeating the duplicated consonant, a sign resembling a small w is placed on top of it, below its Fathah vowel. This sign which indicates the duplication of a consonant is called SHADDAH\*. We should note also that the duplicated Arabic consonant is pronounced very distinctly so that it sounds like two consonants.

\*'3

\*

D. Coming now to the last group of words in the Table, namely :

and ^1

we observe that the vowel of the last consonants is duplicated. As transcribed, they have an unvowelled “AT at the end. This shows that there is an unvowelled but unwritten Nun at the end of each of these words. The duplication of the vowel stands for this concealed and unvowelled Nun.

This unvowelled unwritten Nun which usually suffixes common nouns and most Masculine names is called TANwTn or NUNATION. It does not apply to Feminine proper nouns.

## SUMMARY '

(o) The three basic vowels may be stressed and lengthened in the following manner

\—Fathah which has the sign ( " \_ )

and the value of “a” in “bat”, is to be followed by an

Alif . 1

II .—Kasrah which has the sign ( \_ ) and the value of “i” in "sink", is to be followed by a Ya\

\* A shaddah may be defined as : “holding on to the consonant”.

(1) When this Alif which serves as a long vowel, comes

at the end of a word, it is to be written < £ . unless it is

the third letter in the word and is not converted from an original iS

• Examples^! j , mA jj.

which mean : (He) saw. disparaged and scorned at, respectively.

*fathah*; and the *fathah* sign and the second | are removed and replaced by the sign : ˆ , over | . This sign is called *Maddah*.

C. From the transcription of the words in the next group, ح , in the Table, we see that each word has a duplicate consonant; a double N, a double D and a double W. The first of these duplicated letters is un-vowelled and belongs to the first syllable; the second is vowelled and belongs to the next syllable. Yet, while the duplicate consonant is written twice in the English transcription, its Arabic equivalent : ن , د , و , *Nūn*, *Dāl* and *Wāw*, is written only once. Instead of repeating the duplicated consonant, a sign resembling a small w is placed on top of it, below its *Fathah* vowel. This sign which indicates the duplication of a consonant is called *SHADDAH*\*. We should note also that the duplicated Arabic consonant is pronounced very distinctly so that it sounds like two consonants.

D. Coming now to the last group of words in the Table, namely : وَادٍ , وَرَدَّةٌ , أَبٌ we observe that the vowel of the last consonants is duplicated. As transcribed, they have an unvowelled "N" at the end. This shows that there is an unvowelled but unwritten *Nūn* at the end of each of these words. The duplication of the vowel stands for this concealed and unvowelled *Nūn*.

This unvowelled unwritten *Nūn* which usually suffixes common nouns and most Masculine names is called *TANWĪN* or *NUNATION*. It does not apply to Feminine proper nouns.

## SUMMARY

(a) The three basic vowels may be stressed and lengthened in the following manner :

I.—*Fathah* which has the sign ( ˆ ) and the value of "a" in "bat", is to be followed by an *Alif*.<sup>1</sup>

II.—*Kasrah* which has the sign ( ˘ ) and the value of "i" in "sink", is to be followed by a *Ya*.

\* A shaddah may be defined as : "holding on to the consonant".

(1) When this *Alif* which serves as a long vowel, comes at the end of a word, it is to be written ا , unless it is the third letter in the word and is not converted from an original ا . Examples اَرَى , اَزْرَى and اَزْدَرَى which mean : (He) saw, disparaged and scorned at, respectively.

III.—*Dammah* which is represented by ( ˙ ) and serves the function of "u" in "put", is to be followed by a *Waw*.

The *Alif*, the *Waw* and the *Ya* in this case become vowel signs, and are called "long vowels".

(b) When the consonant of the elongated fathah is Atif as in , the sign of the fathah and

the stressing Alif are to be replaced by MADD AH, thus ( ~ ) , over the first Alif.

(c) Apart from the signs of fathah, kasrah, dammah, sukun and maddah, there are two other signs of no vowel value, but they serve as substitutes for some unwritten but otherwise pronounced consonants. They are :

I .—SHADDAH, ( ) , which indicates that the consonant is duplicated, as in ^

which means : (he) blamed.

II .—TANWIN or NUNATION which is an unvowelled and unwritten Nun coming at the end

of a noun, and is indicated by the duplication of the final vowel symbol in the word like \*\* \*

jO ; \* e -> “a house”.

**20 - r**

# EXERCISES

1.—Read the following words aloud :

\* 0 '

o\*

\* ʔ

C

4

θjt

4

L>rV\

4

V\* ‘

:aħ t

2.—Explain the function of the following : The shaddah; the maddah and the sukun.

ʔsħ - '

θjθtl

θil

' \*s

C fj

ʔ\*V

t ħ‘ — am

i

(1) Meanings of these words are :

Group t = presided, a head; planted, a plant; studied, a lesson; gave permission, a permission; weighed, weighing; became polite, politeness.

V «« Bid farewell; trained; supplied; gave a good breeding; supported, entrusted.

£ = A house; an illness; a caller; pleased with; having a bright colour; falsehood; gardens.

(2) This is how the glottal stop is written at the end of a word When it follows a long vowel. ,

### EXERCISES

1.—Read the following words<sup>(1)</sup> aloud :

ا - رَأْسٌ ، رَأْسٌ ، زَرَعَ ، زَرَعٌ ، دَرَسَ ، دَرَسٌ ،  
 أَدَبَ ، أَدَبٌ ، وَزَنَ ، وَزَنٌ ، أَدَبَ ، أَدَبٌ  
 ب - وَدَّعَ ، دَرَبَ ، زَوَّدَ ، أَدَبَ ، آزَرَ ، أَوْدَعَ  
 ج - دَارٌ ، دَاءٌ<sup>2</sup> ، دَاعٍ ، رَاضٍ ، زَاهٍ ، زُورٌ  
 رَوْضٌ .

2.—Explain the function of the following :

The shaddah; the maddah and the sukūn.

(1) Meanings of these words are :

Group ا = presided, a head; planted, a plant; studied, a lesson; gave permission, a permission; weighed, weighing; became polite, politeness.

ب = Bid farewell; trained; supplied; gave a good breeding; supported, entrusted.

ج = A house; an illness; a caller; pleased with; having a bright colour; falsehood; gardens.

(2) This is how the glottal stop is written at the end of a word when it follows a long vowel.



## LESSON 5

LI

M

n

## Comparison between Arabic and English in Alphabets, Vowels and Syllables 1.— 1, SOUNDS, CONSONANTS AND VOWELS :

### A. Common Elements :

#### (i) Consonants :

English

A, as in apple (glottal stop)

B

C, as in car C, as in cigar

D

F

G, as in Gender H

l, as in ink, (glottal stop)

K

L

M

N

R

S

T

U, as in upper, (glottal stop)

W

X

Y

Z

Arabic

1

**d**

A

sJ

a

A

**t**

*£*

*£)/*

**J**

**f**

0

J

JT

a

\

j

✓ 41

tf

\*

j

**23 — TT**

## LESSON 5

Comparison between Arabic and English in Alphabets, Vowels and Syllables.

### 1.— 1. SOUNDS, CONSONANTS AND VOWELS :

#### A. Common Elements :

##### (i) Consonants :

<i>English</i>	<i>Arabic</i>
A, as in apple (glottal stop)	أ
B	ب
C, as in car	ك
C, as in cigar	س
D	د
F	ف
G, as in Gender	ج
H	هـ
I, as in ink, (glottal stop)	إ
J	ح
K	ك
L	ل
M	م
N	ن
R	ر
S	س
T	ت
U, as in upper, (glottal stop)	أ
W	و
X	كس
Y	ي
Z	ز

#### (i i) Vowels :

English

Alif as in

Alif as in

Kasrah (pin)  
 Dammah (put)  
 »  
 Fatha (cut)

دَارُ

## B. Differences :

1. —Arabic has sounds which have no equivalent in English; as appears on Table II, P. 9

above

2. —The following English elements have no equivalent in the Arabic alphabet :

(i) Consonants :

CH, as in chair G, as in garden

I, as in fine, if we regard the sound as a consonant P, as in Peter

QU, a combination, as in queen and bequeath V, as in Victor.

(i i) Vowels :

a, as in fare and pale, or as in ward and wall e, as in pen

o, as in pot and cot, or as in role and rose.

(iii) Dipthongs ;

oa, as in coat and boat ai, as in pain and praise ou, as in foul and noun

3. —Absence of Vowels In the Arabic Alphabet :

Whereas the English vowels have their full place and independent existence in the English Alphabet and constitute integral parts of the English words, the short vowels in Arabic are merely oral. Signs

indicating these vowels on top of or below the consonants are used only in teaching texts for guiding the learner, and in important religious texts.

## 24 — U

### 2. SYLLABLES :

There are three types of Arabic syllables :

(a) One type consists of one consonant followed by a short vowel; like :

t

j = Na ; ^ = Bi; and j “ Zu

s'

(b) Another type consists of one consonant followed by a long vowel; like:

f

= Da; ^j = Ri and ^ = Du

y

(c) The third type consists of one vowelised consonant followed by one unvowelled consonant, such as :

© \*

— Rab;

9 ,

= zid

and



Sj = Wud

Unlike the English syllable, the Arabic syllable may not begin with an unvowelled consonant; nor can the consonants come together without a vowel between them. Therefore, no Arabic word may begin with sukun, i.e., an unvowelled consonant.

## **EXERCISES**

1. —What are the English consonants which have no place in Arabic ?
2. \_What are the Arabic sounds which are not found in English ?
3. \_What are the peculiar English vowels ?
4. —What are the special features of the Arabic syllables ? Give examples.

## 2. SYLLABLES :

There are three types of Arabic syllables :

- (a) One type consists of one consonant followed by a short vowel; like :

نَ = Na ;                      بَ = Bi;      and                      زُ = Zu

- (b) Another type consists of one consonant followed by a long vowel; like:

دَا = Da;                      رِي = Ri      and                      دُو = Du

- (c) The third type consists of one vowelled consonant followed by one unvowelled consonant, such as :

رَبْ = Rab;                      زِدْ = zid      and                      وُدْ = Wud

Unlike the English syllable, the Arabic syllable may not begin with an unvowelled consonant; nor can the consonants come together without a vowel between them. Therefore, no Arabic word may begin with sukūn, i.e., an unvowelled consonant.

## EXERCISES

- 1.—What are the English consonants which have no place in Arabic ?
- 2.—What are the Arabic sounds which are not found in English ?
- 3.—What are the peculiar English vowels ?
- 4.—What are the special features of the Arabic syllables ? Give examples.

## CHAPTER HI

### CONSTRUCTION OF THE ARABIC WORD

#### LESSON 6 :

Rules and Guidelines for Connecting the Component Characters of the Word. LESSON 7 :

The Types of Seat of the Hamzah in its Various Positions.

## LESSON 6

### CONSTRUCTION OF THE WORD Connecting letters 1.—Basic Roles TABLE V

Words in which connecting letters

Welled, stayed

Corshipped

swept

Did!

Unkered

Went away

\*

was pleased

ss''

•

crawled

became clear

asked

told the truth

told a lie

# LESSON 6 CONSTRUCTION OF THE WORD

## Connecting letters

### 1.—Basic Rules

TABLE V

<i>Meanings</i>	<i>Words in Joined letters</i>	<i>Words in separate letters</i>
dwelled, stayed	سَكَنَ	أ. سَ لَ نَ
worshipped	نَسَكَ	نَ سَ كَ
swept	كَنَسَ	كَ نَ سَ
ate	أَكَلَ	ب. أَ لَ كَ
entered	دَخَلَ	دَ خَ لَ
went away	ذَهَبَ	ذَ هَ بَ
was pleased	رَضِيَ	رَ ضَ يَ
crawled	زَحَفَ	زَ حَ فَ
became clear	وَضَحَ	وَ ضَ حَ
asked	سَأَلَ	ج. سَ أَلَ
told the truth	صَدَقَ	صَ دَ قَ
told a lie	كَذَبَ	كَ ذَ بَ

Words in joined letters  
 Swept out  
 span  
 Became fortified

(i) We have thus far learned the Alphabet as independent

characters; and have treated words consisting entirely of separate, independent letters.

However, the predominant number of Arabic words consist of letters often joined to each other. This applies both to printed and handwritten materials.

When a letter is joined, it assumes a shape different from, but basically similar to its independent shape.

The words appearing in Table V above are written first in their independent form. In the opposite column they are written in a joined form, as they should normally be.

(fi ) Let us examine the first group of these words; namely :

كَسَنَ  
كَسَنَ

سَكَنَ

You see that the consonants in each of these words are the same; namely : " , t\ and

They only come in different order. Each occurs once as the initial part of the word; then as the middle part; and once as the final part. See what form each of these characters assumes in each position :  
."n-i

End

Middle

Initial

# jr

(Hi) If we examine the second group of words in this table, namely :

" .•v". - ^ -r

4 ^ j i

V "

1

D \* 1

30 - T\*

we find ;

(/) The initial letters in these words, namely :

in their independent form. They are never joined to the next letters. For distinction, we may call these six letters, "The stubborn characters".

(//) The middle consonant : , of the first word, > assumes its initial shape with which

we are familiar in the word ' . Also, the middle consonant in the other words in

the group; namely : t, CJo etc -> takes the initial shape, as appears from Table

VI coming at the end of this lesson.

(iii) From this we learn that a non-stubborn letter coming next to a stubborn one, takes its initial form; i. e, the form it should assume when it is in the beginning of the word.



(iv) In the last group of words in the Table; namely,

قَوِيَّ

قَوِيَّ

c

خَرَجَ

t

خَرَجَ

صَدَقَ

صَدَقَ

We observe that each word has an “obstinate” letter in the middle. The middle stubborn letter joins the preceding letter, but does not join the next one.

The next letter, being the final part of the word cannot be anything but independent.

(v) Table VI at the end of this lesson, shows the forms each letter assumes in its various positions. However, the following guidelines may be derived from the above discussion :

(«) Each two consecutive letters within a word must join each other unless the first of them is an obstinate letter.

(6) The form a joined letter assumes depends on its position in the word; i, e., whether it is in the beginning, in the middle or at the end of the word.

(c) A middle character which follows a stubborn letter assumes its initial shape as if it is in the beginning of the word.

31 — n

id) A consonant occurring as the final part of a word after a stubborn character, like the Um in

JL- > the Ba in ^ jg" and Ya' in assumes its independent form,

because it has nothing to join either before or after it.

(e) the final consonant o at the end of a Fem. Singular noun takes the form i. , when

it is joined to the preceding letter and this shape : i , when it follows a stubborn character.

(/) The Fa, u , and Qaf, j , look alike in the initial and middle positions, as can be seen in Table VI. They are distinguished, however, by the number of dots each of them takes.

(g) The Ya', ^ , has two dots below when it is in the initial position, \* ; or the middle position, -i i but it has nothing when it is independent, < \* , or a final part, , or serves as a seat for the Hamzah in the middle, J

(h) The following five letters assume similar initial shapes and similar middle shapes :

(S 4 j C cIj 4 l



The number and the position of their diacritical marks are as follows :

**Initial Independent**

± >



lj

g

iS-i

When letters of letter together, be raised a representing the first or middle little to avoid confusion with the three teeth of the letter ^  
■(A) globd firm'.

Exambles = » •

( ' ) A final Aiif serving as a long vowel retains its shape only in one case; namely, when it is the third component character of a word and is not regarded as a converted Alifftom an original

## 32 — TT

Ya' ; as in . “propitiated”, which was originality - and Ca\* > “ a st,ck ”

in which the Alif is not converted.

Otherwise, the Alif is to be written Ya. This is as follows :

(a) When it is third but regarded a conversion from Ya\ as in threw which is said

to be from

(b) When it is fourth, as in

(c) When it is fifth, as in

, “an expectant woman .

, a Masculine proper noun.

» f

## EXERCISES

j.\_What do we mean by the term “stubborn letters ?”

What are they ?

2. The following words are spelled in the independent shape of their letters. Rewrite them as

they should be :

3 ' '

o'

S \*1

u\*

Oil

< -? Jo\*

"1 . • J Ji

3. — Account for the various shapes of the letter 7V? in following words : £jj\ . “ the t,tne ”

, “a Fem. proper noun;” and oLlaSI > a fully-grown girl.

4. —How do you write the final long vowel Alif ? Give examples.

5. —Account for the various shapes of the final Alif in the following words

^6 “ caUed ”

, “disobeyed”; C\* , “to rise in position or in honour”;

| , “finished”; I - “summoned”.

**33 - W**

$Yā'$ ; as in دَعَا , "propitiated", which was originally دَعَوَ , and عَصَا , "a stick" in which the *Alif* is not converted.

Otherwise, the *Alif* is to be written  $Yā'$ . This is as follows :

- (a) When it is third but regarded a conversion from  $Yā'$ , as in رَمَى "threw" which is said to be from رَمَى
- (b) When it is fourth, as in حُبْلَى , "an expectant woman".
- (c) When it is fifth, as in مُصْطَفَى , a Masculine proper noun.

### EXERCISES

1.—What do we mean by the term "stubborn letters ?"

What are they ?

2.—The following words are spelled in the independent shape of their letters. Rewrite them as they should be :

سَ رَقَ	—	رَضِيَ	—	سَ أَلْ
ذَهَبَ	—	لُكِّنَ سَ	—	كَذَبَ
غَزَلَ	—	دَخَلَ	—	سَ لُكِّنَ

3.—Account for the various shapes of the letter  $Tā'$  in following words : الوقت , "the time"

الفتاة , a fully-grown girl. خديجة , "a Fem. proper noun;" and

4.—How do you write the final long vowel *Alif* ? Give examples.

5.—Account for the various shapes of the final *Alif* in the following words :

عَصَى , "disobeyed"; سَمَا , "to rise in position or in honour";  
نَادَى "called"; انْتَهَى , "finished"; اسْتَدْعَى , "summoned".

Table caption6.—Re-write the following words\* 1 ) in the joined form

اَلْعُ

s'

1  
 k—> I o 4J \*  
 9 '  
 'd t  
 \*dtsd  
 \*J6  
 jICA j  
 J j d a  
 »»^ 0 s  
 <J\* J \* A  
 \* \* s l  
 \*4• \*j^\*\*  
 \*—»c? (^c3-5  
 S'  
 \* Ø  
 {3 O  
 s'

7-Read the following words® identifying the letters with the help of the Table, repeating each word ten times

j#b'4c ^ ,  
 'T O C Jai- 4 jl> - 4 4 4  
 VtV x '  
 4w#J4> C C C jJ# C i\H« c  
 V3\* 4A..4hdTJ4 4  
 jLa 4  
 \*. \* \*' X S

c JU j

(1) The meanings of these words, in their order, are : a crescent, a book, a flag, a pen. a house, a school, a teacher, a student, a year, a month, a day, a night, a day-time, an hour, a minute, a time.

(2) The meanings of these words are :

WA trace, a sea, dates, fruits, aea™.!, a load, a danger, abear. a tail,  
 , man. taw\*,. . <w,, k , patience, beating, a demand, an antelope, a  
 calf, dust, a joint, a word, water, a river, air, a boy, ease.

4

s \* s

^ Lflrt \*\* \* J\*Zrl

\* >

4 - j-JL> t

»/ »

' > 9 ,

^ ^ \* o

fc«

■•>•/. "\*V

j-^J ' ' j-sA\*J C j-s^J

•  $p \sim ' '$



# Lr «3& ‘ 3^'

ti c Crr t •

j~\*l ‘ jîi c . ^

0& ‘ L-»- ‘ V-> - a

\* \\* s".

• ® . > \* ' '«' x 1- —l (..kwhJ 4

• ^\* 4 X \* \* ^

• \*\* I ^ I \*

r ‘ f^- ‘ f U

\* 'x

35

i-i

u

M

W A house, a girl; a plant; (a plant) grows, it sprouts; is firm; stirs;clarified, became clear; ascertained. (c) He planted. He plants. Plant! He supported. He supports. Support! He beat. He beats. Beat! He knew. He knows. Know! He counted. He counts. Count! He ate. He eats. Eat! He slept. He sleeps. Sleep! He sold. He sells. Sell! He visited. He visits. Visit! He was patient. He is patient. Be patient.

35 - To

ب - بَيْتٌ ، بِنْتُ ، نَبْتُ ، يَنْبُتُ ، يَنْبُتُ ، يُثْبِتُ ، يُثْبِتُ ، بَيْنٌ ، تَبَيَّنَ  
تَثَبَّتَ .

ج - زَرَعَ ، يَزْرَعُ ، اِزْرَعْ - نَصَرَ ، يَنْصُرُ ، اُنْصُرْ  
ضَرَبَ ، يَضْرِبُ ، اِضْرِبْ - عَلِمَ ، يَعْلَمُ ، اِغْلَمْ  
حَسِبَ ، يَحْسِبُ ، اِحْسِبْ - اَكَلَ ، يَأْكُلُ ، كُلْ  
نَامَ ، يَنَامُ ، نَمْ - بَاعَ ، يَبِيعُ ، بِعْ  
زَارَ ، يَزُورُ ، زُرْ ، - صَبَرَ ، يَصْبِرُ ، اِصْبِرْ

(b) A house; a girl; a plant; (a plant) grows, it sprouts; is firm; stirs; clarified, became clear; ascertained.

(c) He planted. He plants. Plant! He supported. He supports. Support! He beat. He beats. Beat! He knew.  
He knows. Know! He counted. He counts. Count! He ate. He eats. Eat! He slept. He sleeps. Sleep! He  
sold. He sells. Sell! He visited. He visits. Visit! He was patient. He is patient. Be patient.

TABLE VI.  
Shapes of the letters in the different positions in the word.

End	Middle	Initial	Independent
أ <sup>1</sup>	أ	أ	أ
ب	ب	ب	ب
ت <sup>2</sup> ة	ت	ت	تة
ث	ث	ث	ث
ج	ج	ج	ج
ح	ح	ح	ح
خ	خ	خ	خ
د	د	د	د
ذ	ذ	ذ	ذ
ر	ر	ر	ر
ز	ز	ز	ز

<i>End</i>	<i>Middle</i>	<i>Initial</i>	<i>Independent</i>
أ <sup>1</sup>	أ	أ	أ
ب	ب	ب	ب
ت <sup>2</sup> <sub>ة</sub>	ت	ت	ت ة
ث	ث	ث	ث
ج	ج	ج	ج
ح	ح	ح	ح
خ	خ	خ	خ
د	د	د	د
ذ	ذ	ذ	ذ
ر	ر	ر	ر
ز	ز	ز	ز

<i>End</i>	<i>Middle</i>	<i>Initial</i>	<i>Independent</i>
س	س	س	س
ش	ش	ش	ش
ص	ص	ص	ص
ض	ض	ض	ض
ط	ط	ط	ط
ظ	ظ	ظ	ظ
ع	ع	ع	ع
غ	غ	غ	غ
ف	ف	ف	ف
ق	ق	ق	ق
ك	ك	ك	ك
ل	ل لا <sup>3</sup>	ل لا <sup>3</sup>	ل

*Independent*

*Initial*

*Middle*

س

س

ش	ش
ص	
ض	
ط	
ظ	
غ	
ف	
ك	
ل	
لا <sup>3</sup>	
ل	
ض	
ض	
ط	
ظ	
ظ	
ع	
ع	
غ	
غ	
ق	

End	Middle	Initial	Independent
س	س	س	س
ش	ش	ش	ش
ص	ص	ص	ص
ض	ض	ض	ض
ط	ط	ط	ط
ظ	ظ	ظ	ظ
ع	ع	ع	ع
غ	غ	غ	غ
ف	ف	ف	ف
ق	ق	ق	ق
ك	ك	ك	ك
ل	ل لا <sup>3</sup>	ل لا <sup>3</sup>	ل

Multiple

4

r

MFU

QA

r 4

3

15

## Notes

1.—This sign, “ ( ( \* 5 ”, on the top of the j is called hamzah, . It is the actual

letter which has this particular sound which is described as a glottal stop. They say that the | only

serves as a seat or a chair for the S > A . In fact the y and the ^ may also

serve as seats for the , , and sometimes the \* is used without a seat. We shall learn the rules of all this later.

2 . This 4 » s is a combination of ^ and A ; it normally comes.at the end of a Fem.

noun. When it has a vowel, it sounds ^ ; jf it has no vowel it sounds \*

3. —This is the shape of J followed by an |

4. —This letter may be written in either form.

38 — TA

End	Middle	Initial	Independent
4 م	م	م	4 م
ن	ن	ن	ن
ه	4 ر ه	ه	ه
و	و	و	و
ي	ي	ي	ي



LESSON 7  
THE SEAT OF THE HAMZAH  
TABLE VII

INITIAL		MIDDLE						FINAL			
Seat is ALIF		Seat is ALIF		Seat is WĀW		Seat is Ya		Seat follows preceding vowel		No seat	
Examples	Meaning	Examples	Meaning	Examples	Meaning	Examples	Meaning	Examples	Meaning	Examples	Meaning
أَبٌ أُمٌ أَذُنٌ	Father Mother Permis- sion	سَأَلَ فَسَأَلَ	Asked Omon	صَوَّلَ لَوِيَّ لُومٌ	Became small M. name Meanness	سَقِمَ سَبِلَ يَسَّرَ وَلِيَ	Was, bored was asked A well Group	قَرَأَ قُرِئَ أَمَرُو	He read Was read Person	سَمَاءٌ وَضُوءٌ مَلَى مَنْعَى	Sky Ablution Full Thing
				No seat						عَبَاءٌ	
						بَيْتَةٌ				Burden	
				نَسَامَلُ مُرُوَّةٌ		Enquired Mainliness					

The term Hamzah denotes the glottal stop which occurs in the beginning of such English words as animal, uncle, infant, elephant, object and umlaut.

We may note here two facts :

1. —That the English glottal stop is simply represented by the vowels a, e, i, o, u.
2. —That the English glottal stop may only occur in the beginning of the word.

The Arabic glottal stop, on the other hand, may occur in the beginning, in the middle or at the end of the word.

The question now arises : "How is the Arabic glottal stop symbolized" ?

The symbol representing the glottal stop in Arabic depends on its position in the word; its own vowel and the vowel preceding it.

(a) The initial Hamzah is always written as  $\text{ʾ}$  or  $\text{ʰ}$  no its vowel may be, as we see in the

three words in the left hand column in Table VII; namely,  $\text{ʾ}$ ,  $\text{ʰ}$  and  $\text{ʰ}$ .

Sometimes the Alif alone is used for the initial Hamzah ; but often the Hamzah itself, resembling the head of the letter  $\text{ʾ}$  ; i.e.  $\text{ʰ}$  appears on the top of the Alif, thus :  $\text{ʰ}$  . It is then said that the Alif is the seat of the Hamzah,

(b) When the Hamzah happens to be in the middle of the word, it often appears on a seat

which may be the Alif the Ya" or the Waw, depending on the vowel preceding it and on its own vowel.

i.—It sits on an Alif in two cases; namely when the Hamzah has a fathah or a sukun after a fathah, as in 31—3 and 1 J1—\*

ij t . The seat of the middle Hamzah is Waw in three cases; namely

(1) When the Hamzah has a dammah after fathah, as in J •

\$ S f

(2) When the Hamzah has a fathah after a dammah, as in ^J\_J

\* » \*

(3) When the Hamzah has a sukun after a dammah, as in 'in '

iii.—The middle Hamzah has to appear without a seat when it comes with a fathah vowel

„ „ / \* - , +

after a long vowel Alif, as in or Waw as in y > •

v, The middle Hamzah sits on the Ya' in all other cases; namely .

(1) When its own vowel is Kasrah, no matter the preceding vowel may be; as in and 1\*.^

When it is preceded by a Kasrah, no matter its own vowel may be; as in

and 2 \_i

(3) When it is preceded by the long vowel Ya', as in

The final Hamzah depends on the preceding vowel only :

i.—It has the Alif as its seat after a fathah, like |

• 1

ii.—It has the Waw as its seat after a dammah, like \

## 41 - U

iii.—It has the Ya' as its seat after a Kasrah, like

i >

iv. It is written as an Independent Hamzah when it is preceded by a sukun or by a long

vowel,

like :

# iC. c

i ^ t c rjs,

When an Arabic word is transcribed into the English script, and it has a Hamzah in the middle or at the end of the word, it is represented by the regular apostrophe; but when the Hamzah forms the initial part of the word, it is to be transcribed by an A, an I or U, depending on its vowel. Some Writers add the apostrophe also before the vowel.

Th., initial //omrah in some word, is no. integral par,; bn, is added ,o help in pronouncing

> he firs, consonant of the word which happens to be vowelless. This is like the definite article "j'|

The article actually consists of the Um only, which has a SUKUN. Since no Arabic word may begin with a SaKua, the Hamzah is brought reach this sMa. This type of „ ama , h „ called : Hamzat a/-Was!, and has two features; namely :

(a) It is written an Alif without a hamzah; but it may have a small sad over it, as such : This sign is called

(t) " iS '° b ' pronou "' d »"1 > \*n the speaker beg,ns with the word which starts with it.

Otherwise it should be dropped, although it remains in writing. So, j for

example, reads : al-qamaru: but \*\* 1 U"' . ,

reads . wal-qamaru, (better written :

wo '1-qamm: the apostrophe replacing the unpronounced hamzah)

On the other hand, the Hamzah which is always pronounced whether you begin with i, or not, is called : Hamzat Qat\

## 42 - H

### EXERCISES

1.—Define the Hamzah as an oral term and as an orthographic term.

2 \_How do you transliterate the initial Hamzah, the middle and the final Hamzah ?

3 \_justify the seats of the Hamzah in the following words( J ) :

٤٣

٤٣ i

x

٤٣ V/

٤٣ t

•

\* 0 >

• t > .

٤٣ term

^ S > \*

Table caption each of them.

٤٣ showed

٤٣ rights

٤٣ drivers

a

٤٣ suspect

•jjV

٤٣ treatment

٤٣ auspicious

٤٣ good omen

43 - -It

## EXERCISES

- 1.—Define the *Hamzah* as an oral term and as an orthographic term.
- 2.—How do you transliterate the initial *Hamzah*, the middle and the final *Hamzah* ?
- 3.—Justify the seats of the *Hamzah* in the following words<sup>(1)</sup> :

طَائِرٌ ، إِكْرَامٌ ، بَرِيءٌ ، دُعَاءٌ ، لَوْلُوٌ ، مِئَةٌ  
يَيْئَسُ ، مُوَازَرَةٌ ، نَبَأٌ ، ضَوْءٌ ، بَطْءٌ ، مَادُبَةٌ  
تَفَاعُلٌ ، سُؤْمٌ

- 4.—Define the term *هَمْزَةٌ قَطْعٌ* and *هَمْزَةٌ وَصْلٌ* giving an example for each of them.

(1)	مِئَةٌ	one hundred	بَطْءٌ	being slow
	لَوْلُوٌ	pearls	ضَوْءٌ	light
	دُعَاءٌ	prayers	نَبَأٌ	news
	بَرِيءٌ	innocent	مُوَازَرَةٌ	support
	إِكْرَامٌ	good treatment	يَيْئَسُ	despaired
	طَائِرٌ	a bird	سُؤْمٌ	was inauspicious
	مَادُبَةٌ	a feast	تَفَاعُلٌ	drew a good omen

DIVISION 1 DIVISION 2 DIVISION 3

M

F 1



## SECTION B

### CATEGORIES OF THE WORD OR

#### “PARTS OF SPEECH”

: NOUNS

: VERBS

: PARTICLES

45 - U

**SECTION B**  
**CATEGORIES OF THE WORD**  
**OR**  
**"PARTS OF SPEECH"**

- DIVISION* 1 : NOUNS  
*DIVISION* 2 : VERBS  
*DIVISION* 3 : PARTICLES

## DIVISION 1

## NOUNS

### CHAPTER I : (a) DEFINITION AND CLASSES OF THE NOUN (b)

# FEATURES OF THE 'CLEAR' NOUN

## CHAPTER II: GENDER AND NUMBER CHAPTER III : PRONOUNS

### DIVISION 1

#### NOUNS

*CHAPTER I : (a) DEFINITION AND CLASSES OF THE NOUN*

*(b) FEATURES OF THE 'CLEAR' NOUN*

*CHAPTER II : GENDER AND NUMBER*

*CHAPTER III : PRONOUNS .*

## CHAPTER I

### LESSON 8 :

#### (a) DEFINITION AND CLASSES OF THE NOUN

**CHAPTER I**

**LESSON 8 : (a) DEFINITION AND CLASSES OF THE NOUN**

## **LESSON 8**

### **DEFINITION AND CLASSES OF NOUN**

# TABLE VUI

## Examples

Who (are) you ?

I (am) Nadim

I (am) a physician .

I Ji

# «»♦ y

I (am) an American physician

Who (is) she ?

She (is) Maryam

She (is) a full grown girl

ur\*

She (is) a beautiful fully-grown girl

She (is) a very beautiful fully-grown girl

✓

What (is) this ?

This (is) a horse

Table caption(I) This is how this word should be spelt, with a long vowel AUf after the Ha'. However, this Aiffis often dropped

^ „ 1

ami replaced by a short vertical stroke over the Ha \* ,thus: I.

51 - \*1

This (is) a fast horse

This (is) a very fast horse

\* . \* , \* \

OW&>



## C-r

jUdU>

What (is) this ?

This (is) a house This (is) a small house This (is) a very small house

n i ■ i ^

Y 'JLa

هَذَا بَيْتٌ .

هَذَا بَيْتٌ صَغِيرٌ .

-S \*•/ M •

جِدًّا

صَغِيرٌ

IJla

L>

Notes :

’• Read each sentence in the above. Table a few times, making sure you understand- the sentence and its component words. Having done so to all the sentences, let us analyse them, taking first the four sentences on the top.

ii.—The top sentence is Interrogative, consisting of two words; namely : ? , “who” ?

x °£

which is an Interrogative Pronoun; and “you”, which is a personal pronoun.

This is a nominal sentence, and it does not have the verb to be. We therefore enclose the verb “are” in the translation in brackets. Arabic positive Nominal sentences in the Present Tense do not employ the verb to be. Note also that the Arabic question mark assumes the opposite direction of that assumed by the English one.

iii.—The man answers the question first saying : Ljf , I (am), \* jj , his own name.

r

He answers again giving his profession, . U “physician”. In the third sente

nee, he modifies the word by the Adjective, , A \ , “American”.

\*■' ~s

We clearly observe that the Arabic Adjective follows the modified noun. It never precedes it. Thus, in the top four sentences we have the following :

One Interrogative Pronoun, 9 y > . “who ?”

' 9 \$

Two Personal Pronouns, > “y° u ” and \ \_5' » “ r ’»

& s'

A Proper Noun, which is Masculine

A common noun, ^ ^ » & physician, and 4 .

(An) Adjective, < j y » l . “American.”

All these types of words, Pronouns, Proper Nouns, Common Nouns, and Adjective are simply regarded as NOUNS by the Arab Grammarians.

They all name a person, denote a person, refer to a person or describe a person, and are therefore Nouns.

U!

iv. The top sentence in the second group is also Interrogative, with the familiar Interrogative

Pronoun 9 , “Who 7” but the second word is , “she”, a third

Person Fern. Singular Personal Pronoun. Four answers are given. In the first one her

name is given, which is a Fein. Proper noun. In the next sentence she is

described as , “a girl” or “a well-grown girl”. In the fourth sentence, the

. \*A '

third answer, the common noun SLij is modified by the Adjective

g . .

“beautiful”. This Adjective is also modified by the word .“very”, which is rega

S

rded\* in English as an Adverb. The Arabic Adverb often follows the modified word.

The Adverbial words are also regarded as nouns in Arabic.

**53 - or**

One Interrogative Pronoun, مَنْ , "who ?"

Two Personal Pronouns, أَنْتَ , "you", and أَنَا , "I".

A Proper Noun, نَدِيمٌ which is Masculine.

A common noun, طَبِيبٌ , a physician, and

(An) Adjective, أَمْرِيكِيٌّ , "American."

All these types of words, Pronouns, Proper Nouns, Common Nouns, and Adjective are simply regarded as NOUNS by the Arab Grammarians.

They all name a person, denote a person, refer to a person or describe a person, and are therefore Nouns.

iv.—The top sentence in the second group is also Interrogative, with the familiar Interrogative

Pronoun مَنْ ؟ , "Who ?" but the second word is هِيَ , "she", a third Person Fem. Singular Personal Pronoun. Four answers are given. In the first one her

name مَرْيَمٌ is given, which is a Fem. Proper noun. In the next sentence she is described as فَتَاةٌ , "a girl" or "a well-grown girl". In the fourth sentence, the

third answer, the common noun فَتَاةٌ is modified by the Adjective جَمِيلَةٌ "beautiful". This Adjective is also modified by the word جَدًّا , "very", which is regarded in English as an Adverb. The Arabic Adverb often follows the modified word.

The Adverbial words are also regarded as nouns in Arabic.

? 1— . "What ?", and the second word is هَذَا , "this" which is a Demonstrative

tive Pronoun. The first answer gives . “a horsfc”, which is a common

noun denoting that animal. In the next sentence, the noun > s modified by

✓

\* X

the Adjective Qj\* » “fast”; and in the last sentence this adjective fi modified by the Adverb |jl^ . , “very”.

vi. Similarly, the top sentence in the last group in the Table is Interrogative. In the first

answer, the common noun

In the next sentence, the noun

s

J “a house” is given, which denotes a concrete object.

is modified by the Adjective > “small’

and in the last senteice this Adjective is modified by the Adverb |

All these words denoting an object, a person, an animal or anything else, even an idea, are nouns: likewise are the pronouns, the Adjectives and the Adverbs.

(The English Adverb, “very”, modifies an Adjective or another Adverb and indicates a

s

degree. Its Arabic equivalent |j^> . is regarded in Arabic as an Absolute object to an

\*

implied verb. CF. Lesson 22, Infra P. 309 ff.

The English Adverb which modifies a verb and indicates time or place is regarded as an object of place or time. CF. Lesson 23, Infra P. 313. Only the Adverb which indicates a manner is regarded as Adverb and is known by the Arabic term  $\text{جمله}$  CF. Lesson 26, Infra P. 321)

54 - oi

## SUMMARY

1.—Thus, we may define the NOUN as : ‘a word which denotes a person, an animal, a plant or any inanimate thing; or modifies or refers to any of them’. We may also add that the term

NOUN,

r

\ t i n addition to what is regarded as NOUN in English, includes and

applies to the Pronouns, the Adjectives and the Adverbs.

2.—However, Arab grammarians are

of the habit of dividing all these types of NOUN into two

categories; namely, the Clear Noun and The Pronouns. The Clear Noun includes the

ft

?• 11 ^ 'Mi

Adjectives and the Adverbs; and is called . ^AUiJi

## EXERCISES

1.—Define the term Noun, as known in Arabic grammar.

2—What do we mean by a clear noun ? What types of word that

come under this term

3. \_Write down six Arabic pronouns indicating their types

4. \_Write down six nouns including two proper nouns.

5. —Translate the following into Arabic .;

A fast horse. A very small house. She is beautiful. You are a physician. I am an American Who is this ? A very small horse.

55 - ee

## SUMMARY

1.—Thus, we may define the NOUN as : 'a word which denotes a person, an animal, a plant or any inanimate thing; or modifies or refers to any of them". We may also add that the term NOUN, **اِسْمٌ**, in addition to what is regarded as NOUN in English, includes and applies to the Pronouns, the Adjectives and the Adverbs.

2.—However, Arab grammarians are of the habit of dividing all these types of NOUN into two categories; namely, the Clear Noun and The Pronouns. The Clear Noun includes the Adjectives and the Adverbs; and is called : **الاسم الظاهر**

## EXERCISES

1.—Define the term Noun, as known in Arabic grammar.

2.—What do we mean by a clear noun ? What types of word that come under this term ?

3.—Write down six Arabic pronouns indicating their types

4.—Write down six nouns including two proper nouns.

5.—Translate the following into Arabic .:

A fast horse. A very small house. She is beautiful. You are a physician. I am an American.

Who is this ? A very small horse.



LESSON

LESSON

LESSON

(b) FEATURES OF THE CLEAR NOUN

9 : THE DEFINITE ARTICLE

10 : THE NUNATION SUFFIX

11 : THE CONSTRUCT PHRASE

57 - «V

## LESSON 9

### THE DEFINITE ARTICLE

#### TABLE IX

150 ✓ ft a ^ . \* "

^jiii

166 'J&i\

171 51 0 ✓

185 > A if

190 fttft ^ 0 ^

191 iw

197 ft 0 O"

201 fJ.N

21r

klj

;3

\*. \* >

211 3iJt > S

C. ^ V^

221 .ft^Ar

4\*i?C

234. %> ^ y✓

235Jl

241.&\*Jf !\* ✓ ' \* \*

ftJxA

. y ••/

251 4tS> 0 s

yP> X"

s

260 ft v .0^"

270 a ft>ft

Ityi

281 \*>jV 11

## LESSON 9

### THE DEFINITE ARTICLE

TABLE IX

15	الْتَمَرُ حُلُوٌ	1	الْأَرْضُ نَظِيفَةٌ
16	الْتَعْلَبُ مَاكِرٌ	2	الْبَيْتُ جَمِيلٌ
17	الْدَّرْسُ وَاضِحٌ	3	الْجَمَلُ وَدِيعٌ
18	الْدُّنْبُ مُفْتَرِسٌ	4	الْحُجْرَةُ وَاسِعَةٌ
19	الرَّجُلُ عَاقِلٌ	5	الْخَبْرُ صَحِيحٌ
20	الرَّجَا حُ شَفَافٌ	6	الْعِلْمُ نَافِعٌ
21	السَّمَاءُ زَرْقَاءُ	7	الْغَنَى طَمُوحٌ
22	السَّمْسُ سَاطِعَةٌ	8	الْفَقِيرُ قَانِعٌ
23	الصَّادِقُ مَحْبُوبٌ	9	الْقَلَمُ رَفِيعٌ
24	الصَّعِيفُ مَغْلُوبٌ	10	الْكِتَابُ مُفِيدٌ
25	الطَّالِبُ ذَكِيٌّ	11	الْمَطَرُ غَزِيرٌ
26	الظَّفَرُ مُفْرِحٌ	12	الْهَوَاءُ مُنْعَشٌ
27	الْلَّيْلُ مُظْلِمٌ	13	الْوَلَدُ مَهْدَبٌ
28	النَّهَارُ مُضِيٌّ	14	الْيَمَامُ طَائِرٌ

Notes :

i. Meanings of the sentences in the above Table are

1. —The floor is clean

2. —The house is beautiful, elegant
3. —The camel is easy-tempered
4. —The room is large, wide
5. —The information is true
6. —The knowledge is useful
7. —The rich (man) is covetous
8. —The poor (man) is contented
9. —The pen is thin
10. —The book is useful
11. —The rain is abundant
12. —The air is refreshing
13. —The boy is upright, well-reared
14. —The wild pigeon is a bird
15. —The dates are sweet
16. —The fox is cunning
17. —The lesson is clear
18. —The wolf is a wild beast
19. —The man is wise

60 — V

20. —The glass is transparent
21. —The sky is blue

22. —The sun is shining
23. —The truthful (one) is beloved
24. —The weak (one) is defeated
25. —The student is intelligent
26. —(The) success is pleasing
27. —(The) night is dark
28. —The day-time is light

ii. Each line in each of the Arabic columns above, makes a nominal sentence. Each of these sentences consists of two nouns, a subject 1 A\_-\ and a predicate . Whereas the subject indicates a person like j(J jj I 'the boy', an animal like' i 'the camel, or a thing like

'the book', or an idea like ~ , 'the success'; the second noun is an

• /

Adjective modifying the first noun and completing the sentence as a predicate.

iii. Each of the first nouns in these sentences is prefixed by A1-, J1 . From the translation we

see that [} \ means "The". We also see that it joins the noun so they together look like one word. So J| is the Arabic definite article. It prefixes the common noun and makes it a definite noun. By making it a definite noun, it qualifies it to become a nominal subject; otherwise, a common noun by itself cannot be the subject of a nominal sentence.

0

iv. The consonant J of the definite article J| is pronounced in the first column. It has therefore a jj on t0 P'

- 20.—The glass is transparent  
 21.—The sky is blue  
 22.—The sun is shining  
 23.—The truthful (one) is beloved  
 24.—The weak (one) is defeated  
 25.—The student is intelligent  
 26.—(The) success is pleasing  
 27.—(The) night is dark  
 28.—The day-time is light

- ii. Each line in each of the Arabic columns above, makes a nominal sentence. Each of these sentences consists of two nouns, a subject مُبْتَدَأُ and a predicate خَبَرٌ. Whereas the subject indicates a person like الْوَلَدُ 'the boy', an animal like الْجَمَلُ 'the camel', or a thing like الْكِتَابُ 'the book', or an idea like النَّجَاحُ 'the success'; the second noun is an Adjective modifying the first noun and completing the sentence as a predicate.
- iii. Each of the first nouns in these sentences is prefixed by Al-, اَلْ. From the translation we see that اَلْ means "The". We also see that it joins the noun so they together look like one word. So اَلْ is the Arabic definite article. It prefixes the common noun and makes it a definite noun. By making it a definite noun, it qualifies it to become a nominal subject; otherwise, a common noun by itself cannot be the subject of a nominal sentence.
- iv. The consonant ل of the definite article اَلْ is pronounced in the first column. It has therefore a سُكُونٌ on the top.

In the defined words in the left column, the J is not pronounced. It is integrated into the consonant which follows, and this consonant has therefore the sign of

If we examine the words in which the is pronounced, we find them



beginning with one of these consonants which are called Moon Letters :

ل 1 C 'C 'V ' 1

The words in which the J is not pronounced begin with one of the following consonants which like the Lam, is produced from the tip of the tongue and which are called Sun Letters :

U

» t

3 t j t it

j < . J t

< . is

.

c

## EXERCISES

1. —What is the definite article in Arabic ? Which place does it assume in the defined noun ?

2. —(a) Give the meaning of the following terms :

Sun Letters, Moon Letters, Subject, Predicate.

(b) Analyse the following two sentences, identifying the subject, the predicate, Are sun letter

and the moon letter :

A

\*

u #

jj

الْوَرْدُ أَبْيَضُ

62 - AT

3\_pick from Table ix suitable predicates for the words in the right column and suitable subjects

for the words in the left column

كوكب : The pigeons  
زهرة : The flowers  
كروي :  
جسدي : The sugar  
جاف : The water  
مذابح :  
: The girl



\*

كوكب : The moon  
ل ^

كوكب : The lion  
كوكب : The answer  
كوكب : The cat  
س  
كوكب : The dog

63 - ■vr

3.—Pick from Table ix suitable predicates for the words in the right column and suitable subjects

for the words in the left column

fruit	: فَاكِهَةٌ	اَلْحَمَامُ	: The pigeons
easy	: سَهْلٌ	اَلْوَرْدُ	: The flowers
ball-shaped	: كُرْوِيَّةٌ	اَلسُّكَّرُ	: The sugar
hungry	: جَائِعٌ	اَلْمَاءُ	: The water
disturbing	: مُزْعِجٌ	اَلْبِنْتُ	: The girl
hot	: حَارَةٌ	اَلْقَمَرُ	: The moon
desired	: مَطْلُوبٌ	اَلْأَسَدُ	: The lion
an animal	: حَيَوَانٌ	اَلْجَوَابُ	: The answer
tall, long	: طَوِيلٌ	اَلْقِطُ	: The cat
hard-working	: مُجْتَهِدٌ	اَلْكَلْبُ	: The dog

## LESSON 10

### THE NUNATION TABLE X

~~Examples~~

This is sugar

This is Egyptian sugar

The sugar is Egyptian

The Egyptian sugar is sweet

y

This sugar is sweet

Muhammad is well-mannered

Abraham (Ibrahim) is a prophet

The Prophet Ibrahim is great

Maryam is virgin

Maryam is pure

Notes :

The word 'sugar', in the first sentence above is a common noun serving as

Table caption to the Subject Demonstrative Pronoun, Ujt 'this'. is suffixed by nunation, as it

has a duplicate vowel on the last consonant.

## LESSON 10

### THE NUNATION

TABLE X

Meaning	Examples
This is sugar	هَذَا سُكَّرٌ 1
This is Egyptian sugar	هَذَا سُكَّرٌ مِصْرِيٌّ 2
The sugar is Egyptian	السُّكَّرُ مِصْرِيٌّ 3
The Egyptian sugar is sweet	السُّكَّرُ الْمِصْرِيُّ حُلُوٌّ 4
This sugar is sweet	هَذَا السُّكَّرُ حُلُوٌّ 5
Muhammad is well-mannered	مُحَمَّدٌ مُوَدَّبٌ 6
Ibrāhīm, (Abraham) is a prophet	إِبْرَاهِيمُ نَبِيٌّ 7
The Prophet Ibrahim is great	إِبْرَاهِيمُ النَّبِيُّ عَظِيمٌ 8
Maryam is virgin	مَرْيَمٌ عَذْرَاءٌ 9
Maryam is pure	مَرْيَمٌ طَاهِرَةٌ 10

#### Notes :

- i. The word سُكَّرٌ 'sugar', in the first sentence above is a common noun serving as predicate to the Subject Demonstrative Pronoun, هَذَا 'this'. سُكَّرٌ is suffixed by nunation, as it has a duplicate vowel on the last consonant.

### The same word

سُكَّرٌ occurs in the second sentence, هَذَا سُكَّرٌ مِصْرِيٌّ with the

same function; and is modified by the Adjective, Egyptian, which agrees with it in

being a common noun. It is also suffixed, as we see, by a nunation.

In the third sentence, the word is prefixed by the article and made a definite noun

and is thereby qualified to be the subject of the nominal sentence. Its Adjective, 0 has become its Predicate; but we see that the nunation is removed from the article-prefixed noun j\$^J\ .

thus

is a

In the fourth sentence, both words, 'sC and ' are prefixed by the article,

JL '

\* ' 1\*0

0 j \*

' " 0 ' 1\*0 j £

: {£ 1 j5 wl I . The adjective, > £■ is the predicate; and ^ °a\_J \

... . '

modifying adjective to so they have to agree in being both definite nouns.

We may derive from the above analysis that a common noun, substantive or adjective - or even an adverb, as we have seen with the word 'very' in the previous lesson - is normally suffixed by a nunation. Moreover, the modifying adjective must agree with the modified noun in being a common noun or a definite noun. Both must be definite or indefinite. In this way we can easily identify the adjective and the predicate in a nominal sentence with two

adjectival words. The definite word is the adjective of the subject. In the case of English, there is no problem. The employment of the verb to be, thus separating the subject from the predicate; and the coming of the adjective before the qualified noun make it easy to recognise the adjective and the predicate when they come together. In Arabic, the agreement of the adjective with the subject makes this distinction.

O fl «\* 1

^ 1

iu. In the sentence No.5, ^ 'JCjl IJU\* the Demonstrative Pronoun is regarded

in English as a litaiting adjective to the next noun, I > t ^ le sugar', which is analysed as the

subject of the sentence. This analysis is not applicable in Arabic. The Demonstrative Pronoun lijfc is itself regarded as the subject, as it is the first noun occurring in the beginning of the nominal sentence. It cannot be an adjective to a noun which follows it; the Arabic adjective always follows the modified noun. The word ^Jl »s here caUed the substitute, ^ of 1JLA (see Lesson 34, part 11, p.375); and like the adjective, it has to agree with the first word in being definite. Therefore, the substitute of a Demonstrative Pronoun has to be prefixed by the article; otherwise, it is not a substitute but a predicate. For example, if you say IjL A or 'This is sugar' and 'This is sweet,' the words and

%

are predicates.

iv. No. 6, y> is a simple nominal sentence the subject of which is a nunated mascu

line proper noun. The predicate, an adjectival common noun, is also nunated. No. 7,



\$

\*

' is not nunated. This is because the name Ibrahim is not an originally Arabic name; it is a Biblical Arabicised name, and the nunation does not apply to foreign Arabicised names unless they consist of three radicals only, like ء 'Noah' and 'Lot'. We may also note

that in sentence No. 8, the word which is used as a modifying adjective to

which is a proper noun, has to have the article in order to qualify to be an adjective of a definite noun. But since it has the article, it loses the nunation which it has in Sentence 7.

ء &!j\ \* s a constructed sentence; but the masculine proper noun,

## 67 - \*W

V. The last two sentences, Nos. 9 and 10, have the Feminine proper noun, as the subject;

but we can see that it is not suffixed by a nunation. In sentence 9, the predicate is the Feminine

A

adjectival common noun jfljip 'virgin'; and in sentence 10 it is the Feminine adjectival com

mon noun 3'pure'. We see, however, that ^j£ is not suffixed by a nunation while

S is - although both are Feminine adjectives. Why ? We may wonder! We shall learn

soon that a Feminine noun, definite or indefinite, often has a Feminine ending. The adjective | >

has the long vowel Alif ending, followed by the Hamzah ; but has the

closed Taf the more frequent Feminine ending. From this we can see that the Feminine adjective which has' the long vowel Alif as a Feminine ending is deprived of the nfination suffix, (see Appendix B, p. 385)

# SUMMARY

I. The nunation suffix applies to the clear noun, whether it is a common noun or a proper noun. Like the definite article, the nunation suffix serves as a determiner of the

Examples : Masculine proper noun :

\ ^ ii'l , \* > 9 S \* „ \*\*?j | \*

4 4 j?\*J 4 i 4 4 ilji 4

Common noun :

% ‘ % « \*J~J .

\SjpO\* 4 4 4 'jp jl 4 frill

68 - 1A

2.—Because in other common nouns the nunation suffix plays the role of the English in definite article a or an, the nunation disappears once the noun is defined by the article. The common nouns just given become :

3 \_However, there are nouns which, even without the definite article, do not accept the nuna

tion suffix. They are described in English as Diptotes. (See Appendix B,p.385) Some of these unnCnated nouns are :

~~File~~ The proper nouns,

~~File~~ /t

< U\* ;

~~File~~ j4t\* c

Aj3Uww >

(b) Arabicised foreign masculine proper nouns, like :

■ \* jO \*

O\*

Vf, ' v ' h \

4 4

c 4

> e

i o \

(c) Feminine nouns with the long vowel Alif ending, like :

j.\yxu^ > desert' 'beautiful, pleasant' i\

'red' i(\$j j 'blue'

'yvwhite', Jr 'expectant mother\* ^ ^ ar '

\ 'favour'.

## 69 - 'W

4. An adjective has to agree with the modified noun in being definite or indefinite; and a noun coming after a demonstrative pronoun as its substitute has to be defined by the article; like:

\*\* ^ \* \* \* ' !

'This man is noble'.

### EXERCISES

- 1.—What is a nunation ?
- 2.—To what category of noun does the nunation suffix apply ? Give examples.
3. Why does a noun lose its nunation when it is prefixed by the article ?
4. —Mention three types, of nouns that are permanently deprived of nunation. Give examples.
5. —Translate into English the following :

-Lol\* obSJI IJLa 4

\*\* \* s

> b\$3l IJL\* t

XJifi I jLA t

هَذَا كِتَابُ  
الْأَمِيرِ كَبِيرٍ عَظِيمٍ .  
الطَّيِّبُ ،

الطَّبِيبُ  
مُحَمَّدٌ طَبِيبٌ

70 - V.

## LESSON 11

### THE CONSTRUCT PHRASE TABLE XI

#### Meaning

(The) garment (of) Fu'ad is clean

(The) door (of) the house is wide

(The) hand (of) the girl is soft

(The) father (of) Sa'id is rich

(The) son (of) the teacher is polite

(The) husband (of) A'ishah is active

(The) wife (of) Mansur is beautiful

(The) reading (of) 'Ali is sound

(The) player (of) the ball is clever

(The) Dean (of) the University is a scholar

Examples

A > 9

**JjiUl**

sGiii jJj

4—J

07 \* J •

\* i i

VMi \*i

jAiolp

A

£ jj

\* V

\*x .x

ip\ P'l

# £.&Jl JL-i

xx\* -x

1

2

3

4

5

6

7

8

9

10

Notes :

i. Each of the above statements is again a nominal sentence, consisting, of course, of a subject and a predicate. The subject consists of a combination of two inter-related nouns connected together in the possessive 'of-phrase' style. The combination of the two words so connected is known as the 'Construct phrase' In the first sentence above, for example, the phrase reads



## LESSON 11

### THE CONSTRUCT PHRASE

TABLE XI

Meaning	Examples
(The) garment (of) Fu'ād is clean	ثَوْبُ فُوَادٍ نَظِيفٌ 1
(The) door (of) the house is wide	بَابُ الْمَنْزِلِ وَاسِعٌ 2
(The) hand (of) the girl is soft	يَدُ الْفَتَاةِ نَاعِمَةٌ 3
(The) father (of) Sa'īd is rich	أَبُو سَعِيدٍ غَنِيٌّ 4
(The) son (of) the teacher is polite	ابْنُ الْمُعَلِّمِ مُؤَدَّبٌ 5
(The) husband (of) 'Ā'ishah is active	زَوْجُ عَائِشَةَ نَشِيطٌ 6
(The) wife (of) Maṣṣūr is beautiful	زَوْجَةُ مَنْصُورٍ جَمِيلَةٌ 7
(The) reading (of) 'Alī is sound	قِرَاءَةُ عَلِيٍّ سَلِيمَةٌ 8
(The) player (of) the ball is clever	لَاعِبُ الْكُرَةِ مَاهِرٌ 9
(The) Dean (of) the University is a scholar	عَمِيدُ الْجَامِعَةِ عَالِمٌ 10

#### Notes :

- i. Each of the above statements is again a nominal sentence, consisting, of course, of a subject and a predicate. The subject consists of a combination of two inter-related nouns connected together in the possessive 'of-phrase' style. The combination of the two words so connected is known as the 'Construct phrase'. In the first sentence above, for example, the phrase reads

Jl ('

ily which is translated as ,The garment of Fu ad,. The Arabic of\*phrase however,

removes the article of the first part of the phrase and does not employ the conjunction 'of.' That is why both the article and 'of' are enclosed in brackets in the translation.

n. Only the clear noun can be a first part of the construct phrase; and thus this feature, as well as the fact that it accepts the definite article prefix and the nunation suffix are three determiners of the character of the clear noun

iii. However, the first part of the construct phrase cannot be prefixed by the definite article.

It acquires limitation or definiteness by virtue of its annexation to the next noun. Nor can the nunation suffix apply to it; as the definite article is implied.

/ O s' j |

iv. The Arabic term for annexation is  $\wedge$ . The first part is called fann and the second

✓

. o' \* .  $\wedge$  > o  $\wedge$

part is shall learn in due course that the noun has three grammatical

cases, one of which is the Genitive case. We shall also learn that a noun in the Genitive case should have the Genitive ending; namely the Kasrah vowel. The second part of the construct phrase  $\wedge J |$  » is always in the Genitive case; hence we see that it ends with the

vowel Kasrah in our examples. The unnnunated nouns, however, should have the fathah vowel, as we see in sentence, 6, where the Fern. Ta' of carries the fathah.

v. Every two nouns so connected in a construct phrase have some kind of relationship. It may be ownership relation, part and a whole relation, a blood relation, a conjugal relation, or the second part maybe the doer or the object of the first, or any other type of relationship, as may appear from the examples.

## SUMMARY

1.—A pair of mutually related nouns may be annexed to each other in the 'of-phrase' style to denote the possessive case. The term of this combination is the construct phrase .

2—The connecting ,of\ however, is not used in Arabic. The two annexed nouns just come together unseparated by any word. The connecting force is rather negative; namely : the absence of the nunation suffix and the definite article from the first part of the phrase.

3 . —The first noun of the construct phrase which can neither be prefixed by the definite article nor be suffixed by the nunation may, however, be in any grammatical case, depending on its

function in the sentence. The second noun, on the other hand, is always in the Genitive case.

4 . —And thus, the common noun may become a definite noun in two ways; namely : prefixing it by the definite article, or annexing it to a definite noun, such as a proper noun or a personal, demonstrative or a relative pronoun.

M

## EXERCISES

1.—How would you define a construct phrase ? And what is its function ?

2. What is the Arabic term for the annexation in the construct

phrase ? What is the first part called ? And what is the term for the second part ?

3. What effect does the annexation have on each part of the phrase ?

4. —Translate the following into English :

~~Le~~ ~~ch~~ ~~• w~~ \*

\* + ~~■~~ + «

fi —

tail

head

1

--VO

n

feathers

u~iJ

74 - Vt

## CHAPTER III

### GENDER AND NUMBER

~~PERSONNE~~

~~NATURAL~~

### **CHAPTER III**

#### **GENDER AND NUMBER**

**LESSON 12 : MASCULINE AND FEMININE**

**LESSON 13 : SINGULAR, DUAL AND PLURAL**

## LESSON 12

### MASCULINE AND FEMININE

~~Maafiqi~~

Muhammad is wise \*

ʔāʔīṣḥāḥ is Wise

✓

ʔāʔīṣḥāḥ is well-educated

A. ʔāʔīṣḥāḥ

Layla is elegant

Najla is innocent

Maryam is pleasant

The camel is stubborn

j\_ʔ

And the she-camel is calm

The plant is green

T J s + \ oLJl

And the flower is white

ʔ l\* / ? — O

The field is small

And the town is large

0 4jvJwUj 1 J

s

The air is clear

(3 —

His idea is sound

77 - VV

## LESSON 12

### MASCULINE AND FEMININE

المذكر والمؤنث

TABLE XII

Meaning	Examples
Muḥammad is wise	مُحَمَّدٌ عَاقِلٌ
Fāṭimah is wise	فَاطِمَةٌ عَاقِلَةٌ
Ā'ishah is well-educated	عَائِشَةُ مُهَذَّبَةٌ
Layla is elegant	لَيْلَى رَشِيقَةٌ
Najla is innocent	نَجْلَاءُ بَرِيئَةٌ
Maryam is pleasant	مَرْيَمٌ حَسَنَاءُ
The camel is stubborn	الْجَمَلُ عَنِيدٌ
And the she-camel is calm	وَالنَّاقَةُ وَدِيعَةٌ
The plant is green	النباتُ أَخْضَرُ
And the flower is white	وَالْوَرْدَةُ بَيْضَاءُ
The field is small	الْحَقْلُ صَغِيرٌ
And the town is large	وَالْمَدِينَةُ كَبِيرَةٌ
The truth is clear	الْحَقُّ وَاضِحٌ
And the idea is sound	وَالْفِكْرَةُ سَلِيمَةٌ

Notes :

i. Let us take the top two sentences in Table XII. The first sentence begins with the name



which indicates a male person and is therefore a masculine noun. It is modified in the sentence

\* s

by the adjective which completes the sentence as Predicate. The next sentence,

on the other hand, begins with the name which indicates a female person; and is

therefore a Feminine noun. It is also modified by the adjective which again stands

✓

as Predicate and which is the same as s except that it has the suffix closed Ta".

A comparison between the two names in the sentences : and and the

adjectival nouns which describe each of them and complete the sentences; namely, and easily shows that the Feminine noun and its adjective modifying it are suffixed

by the closed consonant Ta\ The Masculine noun and its adjective do not have this Feminine Ta'.

عَاقِلٌ

ii. This Ta is regarded as the basic Feminine Sign; and it suffixes most Feminine nouns and Feminine adjectives. We can see that it applies to the Feminine proper noun in sentence 3 , in the

\* s t a

Table; namely 4 ^ and to the adjective which modifies this noun; namely It also applies to the Feminine adjectives in the next

sentences like t aXj y and

.

! nouns

111 . However, the Ta' is not the only Feminine sign. The long vowel Alif may suffix Feminine 1

and adjectives. The Feminine proper noun in 4 has this ^///suffix; and the Feminine

s Q s y

proper noun i'%^ in 5 and the Feminine adjective £ \ -M . in 6 have this Feminine Alif

78 - VA

followed by a Hmzah which makes the Alif\* little longer. Therefore the Feminine Alif so followed by a Hamzah is called the Elongated Alif > whereas that of

Jt f Q O \*

^ J is called the Short Alif £ jy&JL\* J'l

iv. Thus, a Feminine Arabic noun often has a Feminine suffix which is the Feminine Closed Ta' the Shortened Alif or the Elongated Alif.

v. However, there are relatively few Feminine nouns which are dispossessed of any Feminine sign altogether. The name ^ in 5 in our Table is such a noun. The following are examples of other Feminine nouns without a Feminine sign :

\* 'o'

i. The division of the nouns into Masculine and Feminine does not only apply to nouns indicating persons or animals and adjectives modifying them; but it also applies to all other types of nouns; be it

a plant, as in 9-10; a concrete object as in 11-12 or an idea as in 13 and 14 in our Table

above.

vii. When a speaker halts at the end of a noun suffixed by a closed Feminine 7h;hke li c

an < j the Ta turns into an unvowelled Ha\ These nouns become: Li t 4 j

/

and The closed Ta' retains its written vowel and its dot sign, however.

y

Let us make this clear. Most Arabic nouns are declinable, and this declension is reflected in short vowels appearing on the last consonant of the word, subject to certain rules whidi

(1) The Alif in is wri

is written Ya' because it is preceded by three radicals.

79 - W

followed by a *Hamzah* which makes the *Alif* a little longer. Therefore the Feminine *Alif* so

followed by a *Hamzah* is called the Elongated *Alif* <sup>أَلِفٌ مَمْدُودَةٌ</sup>, whereas that of

<sup>1</sup> <sup>لَيْلَى</sup> is called the Short *Alif* <sup>أَلِفٌ مَقْصُورَةٌ</sup>.

iv. Thus, a Feminine Arabic noun often has a Feminine suffix which is the Feminine Closed *Tā'* the Shortened *Alif* or the Elongated *Alif*.

v. However, there are relatively few Feminine nouns which are dispossessed of any Feminine sign altogether. The name <sup>مَرْيَمُ</sup> in 5 in our Table is such a noun. The following are examples of other Feminine nouns without a Feminine sign :

نَاهِدٌ ، كَوْكَبٌ ، هِنْدٌ ، سَعَادٌ ، هَانِمٌ ، زَيْنَبٌ

vi. The division of the nouns into Masculine and Feminine does not only apply to nouns indicating persons or animals and adjectives modifying them; but it also applies to all other types of nouns; be it a plant, as in 9-10; a concrete object as in 11-12 or an idea as in 13 and 14 in our Table above.

vii. When a speaker halts at the end of a noun suffixed by a closed Feminine *Tā'* like <sup>مُهَذَّبَةٌ</sup> ، <sup>فَاطِمَةٌ</sup> and <sup>كَرِيمَةٌ</sup> the *Tā'* turns into an unvoelled *Ha'*. These nouns become: <sup>مُهَذَّبَهْ</sup> ، <sup>فَاطِمَهْ</sup> and <sup>كَرِيمَهْ</sup>. The closed *Tā'* retains its written vowel and its dot sign, however.

Let us make this clear. Most Arabic nouns are declinable, and this declension is reflected in short vowels appearing on the last consonant of the word, subject to certain rules which

(1) The *Alif* in <sup>لَيْلَى</sup> is written *Yā'* because it is preceded by three radicals.

we shall learn later. When the speaker halts at the vowelled end of a word, the vowel is to be

replaced by a sukun. If the last consonant happens to be the Closed TS>, it is to be turned into *Ha'*.



NOUN

MASCULINE (no particular sign)

i

FEMININE

(often has a Feminine sign)

Closed TV

( )

I

short A lif

**I**

Elongated Alif

( )

No sign

( >

## EXERCISES

1 .—What are the indications which help in determining the gender of a noun ? Give examples.

2 .—(a) Translate the following text with the help of footnote 1 :

( b) Identify the gender of the underlined nouns, giving reasons.

4 ✓ + 9\* \* ^ ■

0

ifi

tJ

llSj Sbi JU

J-\* r

) 4

✓

l«—

3 . \_ with the help of the footnotes, giving the meaning of the words,  
make full sentences, each con

sisting of two nouns; one from group A and another from group B .

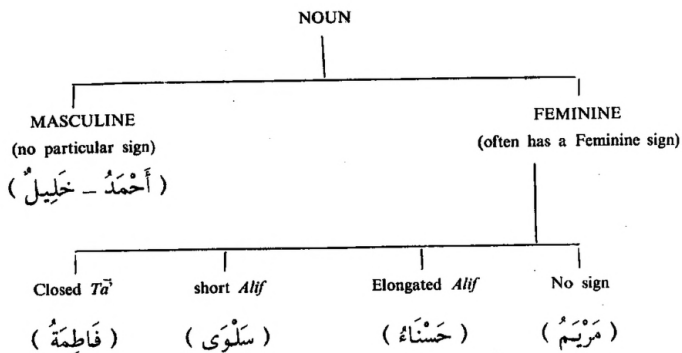
1) The first group of 8 words :

fine, pleasant, a mouth.

: fine. : an

small, cheek, \* 5 bn ® \*

small. . 1 ^ - :



### EXERCISES

1.—What are the indications which help in determining the gender of a noun ? Give examples.

2.—(a) Translate the following text with the help of footnote 1 :

(b) Identify the gender of the underlined nouns, giving reasons.

لَيْلَى فَتَاةٌ رَشِيقَةٌ ، لَهَا أَنْفٌ دَقِيقَةٌ ، وَعَيْنٌ سَاجِرَةٌ ،  
وَفَمٌ صَغِيرٌ ، وَحَدٌّ أَثِيلٌ ، وَشَعْرٌ طَوِيلٌ

3.—With the help of the footnotes, giving the meaning of the words, make full sentences, each consisting of two nouns; one from group A and another from group B :

- (1) The meaning of the words : فَتَاةٌ : a full-grown girl. رَشِيقَةٌ : slender. لَهَا : she has.  
أَنْفٌ : a nose. دَقِيقَةٌ : fine. عَيْنٌ : an eye. سَاجِرَةٌ : fascinating. فَمٌ : a mouth.  
صَغِيرٌ : small. حَدٌّ : a cheek. أَثِيلٌ : noble. شَعْرٌ : hair. طَوِيلٌ : tall, long.



i \*1 1 L

لَلَّحْمُ

\* s ^ i-i s

j \*\*AJI i t

النَّارُ

الْمَاءُ

0)

١٣٨

\* 4 as

H+2JL j! C

\*

a\*

١٣٩

4

الْبَحْرُ

-B

١٤٠

\* o

• /

ujp

%

(frju. >

أَسْوَدُ (سَوْدَاءُ)  
أَخْضَرُ (خَضِرَاءُ)

» | - ^ , (2)

®J'—>■ — 4\*\_\*u| a

s v

( ) a X^f

( \*1^ > £if

4.—(a) Translate the following text, and then answer the questions :

هَذَا مَنْزِلٌ جَمِيلٌ — تَعِيشُ فِيهِ أُسْرَةٌ سَعِيدَةٌ  
يَعِيشُ فِيهِ أَحْمَدُ وَسُعَادُ  
أَحْمَدُ زَوْجُ سُعَادَ — وَسُعَادُ زَوْجَةُ أَحْمَدَ

0) These words mean, in their order : water, fire, blackboard, house, meat, fat, coal, gold, silver, grass, apple, tree, sea, cow, river.

\*

t\* 0

(2 > : Spacious; : hot; j£ : sweet, “not salty”; J ; liquid;

: MU; ,f ' : white: f : black;

. • t.\y^. : red; , f. i\ yellow; J ^.] , f. £\ ' ^ i

green.

82 - AT

\*

4.

jjt o

4\_

**1£.i cJJij**

->H >,'

>

^ » i \*

Jl\_ >■ o\*m l

\*o

£-&\* Crt 1 !j— ^ <J

\_ a\_Jli

\*>

vVf

c\*

^ r ii". v ?

4\*1^3 1 ^1 J -Ulp^ - \*Xo\*>-'

' s \* % + '

4^>T ,\_l a\_ \L^~

ib)

f #j, - \

T Vj> yS » ' s? - \*

f i>T 4 f f ^ t aJU \*? ^ - r 1 1 s>T isCJ f 2 d\* '& - \*

point out the Feminine nouns in the coming texts, indicating their signs.

t , >

✓ 0

J—

Table caption(1) M eaning of some of the words In the text :

21115.jfc

o ^ 3

:" family.

0 jSl

:" the other.

.. .

.

S

21115.jfc

21115.jfc

فِي الْأُسْرَةِ ابْنٌ وَدَيِّعٌ - وَبِنْتُ وَدَيِّعَةٍ  
 الْإِبْنُ اسْمُهُ خَالِدٌ - وَالْبِنْتُ اسْمُهَا آمِنَةٌ  
 أَحْمَدُ أَبُو خَالِدٍ وَأَبُو آمِنَةَ - سَعَادُ أُمُّهُمَا  
 خَالِدٌ أَخُو آمِنَةَ - آمِنَةُ أُخْتُ خَالِدٍ

١ - أَيْنَ تَعِيشُ الْأُسْرَةُ ؟

٢ - مَنْ الزَّوْجُ ؟ وَمَنْ هِيَ الزَّوْجَةُ ؟

٣ - مَنْ أَبُو خَالِدٍ ؟ مَنْ أُمُّ آمِنَةَ ؟

٤ - مَاذَا يَعْمَلُ خَالِدٌ ؟ وَمَاذَا تَعْمَلُ آمِنَةُ ؟

(b) point out the Feminine nouns in the coming texts, indicating their signs.

خَالِدٌ يَتَعَلَّمُ الْكَهْرَبَاءَ - وَآمِنَةُ تَعْمَلُ الْحَلَوَى

(1) Meaning of some of the words in the text :

هَذَا	: this.	تَعِيشُ	: lives.	فِيهِ	: in it.
أُسْرَةٌ	: family	زَوْجٌ	: husband.	ابْنٌ	: son.
بِنْتُ	: daughter.	أُمُّهُمَا	: their mother.	أَخُو	: brother.
يَتَعَلَّمُ	: learn.	الْحَلَوَى	: candy.	مَا ؟	: What ?
مَنْ ؟	: Who ?	مَاذَا ؟	: What ?	أَيْنَ ؟	: Where ?

## LESSON 13 SINGULAR, DUAL, PLURAL TABLE XIII

~~NAME HERE~~

~~by~~ u. (,)

~~Sing.~~

~~Names~~ iJ t\Js

§" 4

~~Doc~~ 12) ^ of ^

)  
 X 4 Xs  
 Broken pi.  
 • 4  
 Nom. pl. OEL >  
 \* X  
 Sound pi. C  
 1  
 Acc. 1lj  
 > > x'

1. — g|\_means, ‘came’; and the unvowelled ^ is suffixed to the past tense when its subject doer is Feminine.
2. — .«. °, tmeans, ,1 saw.’ The vowelled Ta is the personal pronoun doer of the verb. We shall

j  
 learn more about the personal pronoun soon.

85 - Ao

NUMBER	MASCULINE	FEMININE
Sing. مُفْرَد	جَاءَ طَالِبٌ*	جَاءَتْ طَالِبَةٌ <sup>(1)</sup>
Dual مَثْنَى	Nom. { جَاءَ طَالِبَانِ	جَاءَتْ طَالِبَتَانِ
	Acc. { رَأَيْتُ طَالِبَيْنِ	رَأَيْتُ طَالِبَتَيْنِ <sup>(2)</sup>
Broken pl. جَمْعٌ نَكْسِيرٍ	جَاءَ طُلَّابٌ*	
Sound pl. جَمْعٌ سَالِمٌ*	Nom. { جَاءَ طَالِبُونَ	جَاءَتْ طَالِبَاتٌ*
	Acc. { رَأَيْتُ طَالِبِينَ	

i. We have not studied as yet the cases of the declinable nouns. We shall of course deal with them in full, in the meantime, let us accept the following statement :

(a) Nouns may be in the Nominative case, or the Accusative case or the Genitive case. (We shall learn when each of these three cases should apply.)

(b) The declinable noun assumes a simple vowel at the end, depending on its case. If Nomina

\* os

ttve, the vowel is  $\hat{}$  ; if Accusative, the vowel is ; and if Genitive,

the vowel is • 1° some categories of noun, the ending is one or the other of the

three long vowels. All this will be examined in due course.

ii. Let us now compare briefly English and Arabic in respect to Numbers. An English noun is either Singular or Plural, and the Plural is usually formed by the addition of an 'S' as a suffix. Neither the gender nor the case of the noun interferes with the inflection of the number. The ending of a word is the same in all cases, normally an unvoiced consonant. In Arabic, the problem is more complex on account of the following reasons :

(a) Arabic nouns fall into three categories; namely, Singular which denotes one. Dual which indicates two and Plural which indicates more than two.

(b) The suffix to be added to the Singular to form the Dual depends on the case; and the suffix added to form the plural depends on the gender and also on the case of the noun. In one category of the plural, its formation is by transforming the Singular. This will become more clear from the following explanation.

iii. Let us now examine Table XIII and see how the inflexion of the number behaves :

1.—Singular  $\hat{}$ j

»!\* ✓



The example we have is the noun which means, “a student’. It originally means :

one who demands and seeks, and the student is a seeker of knowledge. The Feminine of is  $\text{JIW}^{\wedge}$  > “ a 8‘ rl student”. So the two examples we have for the Singular mean : “A boy-student came”, and “A girl-student came”.

2.—Dual :

1--1

f I

(a) The Nominative Dual is formed by adding to the Singular the suffix Alif-Nun j| ,

y

& y & ^ y

a long vowel Alif and Nun with a Kasrah. Thus. J itj and 4 JU 3 become :

jCJli and .

(b) And the Accusative (and Genetive) Dual is formed by adding the suffix Ya'-Nun, a Fa' with a clear sukun, preceded by fat hah and followed by a Nun with a kasrah. Thus

z 9 yy

and become : £\$» and

v y \*

o

3. —Broken Plural

\* 0

This type of plural is achieved by introducing a change in the

singular. The change may in

volve the vowels, or may be by adding or decreasing one or more than one consonant.

The noun ^Je.g., becomes , adding one long Alif and altering the vowels

• ^ •

of and J. The following are a few more examples :

87 - AV

~~Brokelapi~~

~~(a question)~~

✓\*

~~(an answer)~~

4\_i

•

~~(a man)~~

~~(a hero)~~

~~ā~~

~~(an arrow, a share)~~

(\*-6-- v

~~(a lad)~~

or:—^

~~(white)~~

~~(a hip)~~

~~(a star)~~

|»—^

~~(a book)~~

<^> 1\_sS"

• /

& ^ \*A o ^

The Sound Plural. This has two categories :

~~(a) The Sound~~ . j ?Ju

1. —It applies to men's names and to adjectives modifying them only.

2. —The Nominative is formed by adding the suffix Waw~Nun ُوْ .  
the long vowel [ (

' ^ ُو'

and the consonant g j) with .The Accusative (and the Genitive)

-

is formed by adding the suffix Ya'-Nun , (( ^ )} -the long vowel (( ^ ُو)  
followed ^ ^ ُو'

by the consonant g j with a (Note the difference between this suffix  
and that of the Dual).

Thus, wJlls\* becomes or

88 - AA

(i b ) The sound Feminine Plural

i. It applies to all Feminine nouns and adjectives.

— &

ii. It is formed by adding the suffix Alif-Ta the long vowel | a nd the  
consonant

all cases.

Thus the noun SJU\* becomes oGU\* v v

SUMMARY

1 .—The Arabic noun may be Singular, Dual or Plural

,f \*'A ot

r r

2 .- irj£S\ • is a noun indicating one person or one thing, or an adjective describing such a noun; whether it is Masculine or Feminine.

3 ' ~ \* \*s a noun indicating two persons or two things, Masculine or Feminine; or an

adjective modifying such a noun. It is formed by adding the suffix j| in the Nominative

s

case, or the suffix in the Accusative or Genitive cases.

u

4.— 1 . 1 < vjj I 1 ” iL • is a noun indicating three or more persons or things or an adjective! 1 )

describing such a noun. This Plural does not retain the structure of its singular.

This Plural has many patterns. They can be sought from a dictionary and are best learned by reading and 'memorizing.

(1) A Feminine Singular Adjective may also qualify a Broken Plural or a Sound Fern. Plural.

89 - A < \

; » \* t 0 t ^

5 - rM r\* ■ is a noun indicating three or more male persons or an

adjective modifying a Plural, broken or sound. The Singular of this Plural maintains its

structure, and the suffix a ft » « is added in the case of Nominative: or the suffix „ ....

« ^ j „ . \* “ u u

in the case of Accusative and Genitive.

y 5\* J. Q ^

«•- jJU1 Ejpl f\*. : is a noun indicating three or more Feminine Persons or

things, or an adjective describing such a noun.

It is formed by adding the prefix « o 1 )) to the Singular the structure of which is maintained.

# # \*

7.—The above may be easily grasped from the diagram on the next page.

NOUN

PLURAL

DUAL

SINGULAR

**t\_JU >**

<LJU >

NOMINATIVE ( jl ) ACC. & GEN. ( JL )

# d\kJ\L c dG& ‘

BROKEN PLURAL (IT IS FORMED IN VARIOUS PATTERNS IN WHICH THE SINGULAR FORM IS CHANGED)

- 1

( i\_r 4 JUaj'

SOUND PLURAL (THE FORM OF THE SINGULAR SURVIVES, AND A SUFFIX IS ADDED TO FORM THE PLURAL)

MASCULINE

FEMININE

(ADD THE SUFFIX : £j \ )

( OU J/ 4 ^

NOM. SUFFIX :( jj)

I

ACC. & GEN. SUFFIX : ( jj )

\* If the feminine Singular ends with a feminine Ta', it has to be removed.

EXERCISES

1,—Whyisfl ^>- )) so called? And what is the significance of the term ((

i" JUI ^ v

1— How do you form : ^J|\_|| < ^JUJI jiTJull

Bearing in mind that the dammah ending applies to Nom, case, and the fathah ending applies

$\hat{1} \text{ " I I}$

$v' f Q-S$

and  $cs juJI ?$

$" Ji Q'$

to the Accusative, transform the following into , and then into  $\hat{J}UJI$  ;

$* "o _*$

$O * s' s O * 9^{\wedge\wedge} a j_9 *-^{\wedge\wedge\wedge} \gg$

$0 ] — I 0^{\wedge} — — \ll uJ * £ / o$

$* \checkmark ,$

$\} ^{\wedge} ' o f ^{\wedge} ' O '$

3.—Form the Nominative Dual and the Accusative Dual of the following :

$\hat{> 1}_* - a , _ J$

$\bullet \checkmark J \bullet$

$— 4 —$

ji-ap

j ,

$* ' * o A^{\wedge}$

$\sim i ' jr^* y^* - r^* — hj$

4.—(a) Form the Nominative Sound Plural, and then the Accusative Sound Plural of the following

**.» a**

-!\_\*>\*\_\*\_J\_ll\_>-\_

r

j\*#.

\* 0 J!

>0 ^

- r~tf

(b) Form the Feminine Sound Plural of the following

Ao^JaP —

- " l \*

— 4 \_w

>

ir^ — ^

> ^ o'

92 — M

5.—Read and then re-write the following :

0&1 - YY

^ - rr

>• - \*>,-0? \* \*\* L

ioji - y t

u,-w - r\*



dj.

f

--v>' - \* %

J 1 o

J J—

0 %

' \*9S

°r

- 1

\_ V

0 j) \* L<k j — A •

• 0 - A

tjflj 1 — > \* » »

o' O' 'O'

**^iJl t jliJi \_ Y ♦ \* \***

JjVT t&3 - r\* \* ♦

/// ✓ ,

**LUI \_**

>p iftL5\_

^Jwp 4 \*\_i ji —

.

jJ^S' AS\*\* —

y\* O 0 /

j, \*\*

jStf A\*\*+\*\* —

•/\*\*f■ Loo > «•✓

\*UawJ

U

^ Y

\r

M

n

w

\A

\<\

^ - t

جاءت - ١

OLjlSI - Y

\*

&' ' s

< J! > LJ- r

\*1 ^#f

4 — 1 \*-iJ - \*

٥ - خَمْسَةٌ

٦ - سِتَّةٌ

٧ - سَبْعَةٌ

aJjils- a

٩ - تِسْعَةٌ

١٠ - عَشْرَةٌ

\*

✓

\\*\*

4 jllla — Y \* ♦

مِئَةٌ

r\* \*

93 - MT

5.—Read and then re-write the following :

١ - وَاحِدٌ	١١ - أَحَدَ عَشَرَ	٢١ - وَاحِدٌ وَعِشْرُونَ
٢ - اِثْنَانِ	١٢ - اِثْنَا عَشَرَ	٢٢ - اِثْنَانِ وَعِشْرُونَ
٣ - ثَلَاثَةٌ	١٣ - ثَلَاثَةَ عَشَرَ	٢٣ - ثَلَاثَةٌ وَعِشْرُونَ
٤ - أَرْبَعَةٌ	١٤ - أَرْبَعَةَ عَشَرَ	٢٤ - أَرْبَعَةٌ وَعِشْرُونَ
٥ - خَمْسَةٌ	١٥ - خَمْسَةَ عَشَرَ	٣٠ - ثَلَاثُونَ
٦ - سِتَّةٌ	١٦ - سِتَّةَ عَشَرَ	٤٠ - أَرْبَعُونَ
٧ - سَبْعَةٌ	١٧ - سَبْعَةَ عَشَرَ	٥٠ - خَمْسُونَ
٨ - ثَمَانِيَةٌ	١٨ - ثَمَانِيَةَ عَشَرَ	٦٠ - سِتُّونَ
٩ - تِسْعَةٌ	١٩ - تِسْعَةَ عَشَرَ	٧٠ - سَبْعُونَ
١٠ - عَشْرَةٌ	٢٠ - عِشْرُونَ	٨٠ - ثَمَانُونَ
		٩٠ - تِسْعُونَ
١٠٠ - مِئَةٌ		١٠٠٠ - أَلْفٌ
٢٠٠ - مِئَتَانِ ، مِئَتَيْنِ		٢٠٠٠ - أَلْفَانِ ، أَلْفَيْنِ
٣٠٠ - ثَلَاثُ مِئَةٍ		٣٠٠٠ - ثَلَاثَةُ آلَافٍ

6.—Translate the following into English :

j l—Jli? 0 l) 1—Jlil ^5 ( fl )

✓ ✓

f o' \* . . 'If

U-U' 4

. ' . OJ 1 ^ ' . ■ \* i' » > " \ ' \* > \* ' . (

. jl i jfj' \*jj> O^JI ^

a j. ^ , l» c , o \* „ ^ a "C\* t5 ^ a / , /»/

• ' • \* - 'll " \* i « \* ^ . 0 r • ■ - . \* \* \* < •

UJuj JL£r)\ ^3

o J + Z&\* 3

\*?'

Vocabulary :

J,

: in.

love

f

-Up

: with them or they have.

Ijjg' ■ Plenty

94 - M

LESSON

LESSON

LESSON

## LESSON

### CHAPTER III THE PRONOUNS

14 : THE PERSONAL PRONOUN

15 : THE DEMONSTRATIVE PRONOUN

16 : THE RELATIVE PRONOUN

17 : THE INTERROGATIVE PRONOUN

## THE PERSONAL PRONOUNS

### A. BASIC DIVISIONS

### B. TERMS OF EACH DIVISION

i. NOMINATIVE

ii. ACCUSATIVE

iii. GENETIVE

97 - \V

**THE PERSONAL PRONOUNS**

**A. BASIC DIVISIONS**

**B. TERMS OF EACH DIVISION**

**i. NOMINATIVE**

**ii. ACCUSATIVE**

**iii. GENETIVE**



# RIOSSE

# SSMINV/E

~~IVIA~~

## Pronoun

~~Warning (theater) and small car~~

My name is Mahboudy, I started well

(I) write the lesson now

Examples

١٠٠ \ SX

١٠٠ \* r \*

١٠٠ ;D! 1 \*

•P p f

VS -f"

•c \* R\_

The

English

\ —

ACME

SAME

F

i

## LESSON 14

### THE PERSONAL PRONOUN A. BASIC DIVISIONS TABLE XIV

١٠٠

١٠٠

١٠٠

١٠٠

١٠٠

١٠٠

Notes :

i.—A glance at Table XIV above immediately shows that the Arabic personal pronoun has three divisions : Nominative, Accusative and Genitive. However, the Arabic Accusative is one type only; namely, the object of the verb. The object of the Arabic preposition, like the possessive pronoun, is in the Genitive case. This case also applies to the second part of all construct phrases.

ii.—In this Table, the First Person Singular only is used to illustrate in a simple way the manner in which the pronoun behaves. The Table gives three examples. In the first, the pronoun is the subject of a nominal sentence; in the other two, the pronoun is the subject — or rather, the doer — of a verb. The pronoun in the equivalent three English sentences is the term “I”, which is an independent tangible entity. The Arabic counterpart in the nominal sentence is *Lj*, a tangible independent pronoun; but the subject of the verb in the second sentence is as in *^*, an attached suffix pronoun; and is an unseen, unvoiced but implied pronoun in the third sentence. (English knows the implied subject pronoun in the Imperative only). Thus, we can see that the Arabic Nominative Pronoun is tangible or implied; and the tangible pronoun is detached or attached.

iii.—The Arabic Pronoun for the English object “me” as well as the Possessive ‘-my’ is a long vowel *Ya'* suffix. This applies in three cases :

(1) When the pronoun is an object of a verb like *\J\*\*J\*\**

(l)

(1) The verb here is *^ ^* only. The Nun between the verb and the object is added and is described as

the Protective Nun. It protects the verb from having a vowel Kasrah ending for the sake of the *Ya'*.

(2) When the pronoun is the object of a preposition like i.e., „to me”; (*\_J* =

to; = me);

if

(3) When it is the second part in the construct phrase like *^ 4* ; i.e., “my book”.

However, the prepositional object, if we may so call it, as well as

the possessive noun or pronoun are in the Genitive case. They are not called Accusative or Possessive.

iv. The Accusative may precede its verb for emphasis. If the Accusative object is a pronoun,

Jp o -g

it then has to be a detached pronoun. Our example, . < n which the

Ya' in Accusative object, becomes : ^ < ^Ltl

“Me alone, Mahmud treated well”. 9 »

i-l

l = i

I l

## SUMMARY

1.—The Arabic Personal Pronoun is :

(a) Nominative, Accusative and Genitive.

(b) Detached, Attached and Implied.

2.—(a) The Nominative Detached Pronoun is the subject of a Nominal sentence.

(A) The Nominative Attached Pronoun is the subject, (dper), of a verb.

(c) The Implied Pronoun is also the subject of a verb.

(d) The Accusative Pronoun is the object of a verb. It is most frequently

To\* suffix in ; but sometimes it is detached and placed

emphasis. This sentence then reads : p\_ri iu

Attached, like the  
before the verb for

101 - u >

(2) When the pronoun is the object of a preposition like **لِي** i.e., „to me”; ( **لِ** = to; **ي** = me);

(3) When it is the second part in the construct phrase like **كِتَابِي** ; i.e., “my book”.

However, the prepositional object, if we may so call it, as well as the possessive noun or pronoun are in the Genitive case. They are not called Accusative or Possessive.

iv.—The Accusative may precede its verb for emphasis. If the Accusative object is a pronoun,

it then has to be a detached pronoun. Our example, **أَكْرَمَنِي مَحْمُودٌ** , in which the

**Yā** in **أَكْرَمَنِي** is the Accusative object, becomes : **إِيَّايَ أَكْرَمَ مَحْمُودٌ**

“Me alone, Maḥmūd treated well”.

## SUMMARY

1.—The Arabic Personal Pronoun is :

(a) Nominative, Accusative and Genitive.

(b) Detached, Attached and Implied.

2.—(a) The Nominative Detached Pronoun is the subject of a Nominal sentence.

(b) The Nominative Attached Pronoun is the subject, (doer), of a verb.

(c) The Implied Pronoun is also the subject of a verb.

(d) The Accusative Pronoun is the object of a verb. It is most frequently Attached, like the

**Yā** suffix in **أَكْرَمَنِي** ; but sometimes it is detached and placed before the verb for

emphasis. This sentence then reads : **إِيَّايَ أَكْرَمَ**

(e) The Genetive Pronoun which is the object of a preposition or the second part of a Construct

Phrase, is always Attached and is identical with the Accusative Attached Pronoun, like the Ya' in , “to me”, and , “my book”.

(f) We may add here that when there is a statement beginning with a noun or a pronoun which is followed by a verb; the pronoun or noun is regarded as the subject of a nominal

sentence; not the subject of the verb. The subject of the verb cannot precede it; it has to follow it tangibly or to be regarded as an Implied Pronoun. If we say, for example,

أَنَا

, “I wrote,” the statement is regarded as a nominal sentence of which the

pronoun

'i f- s, t

jl is the subject. The subject of the verb r

is the Ta', and the

verbal sentence consisting of the verb and its subject doer is regarded as the predicate.

102 — WT

## B. TERMS OF EACH DIVISION i. THE NOMINATIVE PERSONAL PRONOUN TABLE XV

~~Attached~~  
Person

## Meaning

First

We wrote

You (boy) ( 1 ) wrote

CJ

You (girl) wrote

You (two boys) wrote

SECOND

llsJi

You (two girls) wrote

You (boys)

You (men) wrote

You (girls) wrote

. •

He wrote

She wrote

They (two boys) wrote <

\*

They (two girls) wrote <

They\* (boys) wrote

s'

They (girls) wrote

Table caption(1) This means: (When a boy is spoken to.) The same applies to other words in parentheses.

## NOTES :

i\* Table XV above contains almost all the terms of the Nominative Personal Pronoun, which are divided into three categories; namely :

A) The Detached Nominative Pronouns :

(a) The terms of the Detached Nominative Pronoun, (which is always a subject of a Nominal Sentence), are the first word in the following sentences :

I am an American ,  
(boy or girl)

✓

~~You are~~ Americans",  
(boys or girls)

"You are an American"  
(boy)

~~You are~~ an American"  
(girl)

s

"You are (two) Americans"  
(boys)

~~You are~~ (two) Americans"  
(girls) 1

~~You are~~ Americans"  
(boys)

"You are Americans"  
(girls)

"He is an American"

"She is an American"

~~They are~~ (two) Americans"  
(boys)

104 - M

"They are (two) Americans" (girls)

"They are Americans" (boys)

"They are Americans" (girls)

هُمَا أَمْرِيكَيَّانِ

هُمَ أَمْرِيكِيُّونَ

هُنَّ أَمْرِيكَيَّاتٌ

(fr) The Detached Pronouns may be further divided into three subdivisions :

1. Terms for the First Person, "the person who is speaking or writing



referring to himself or to herself;”

2, Terms for the Second Person, -j&x , “the person or persons spoken



to,” or rather, “the audience”,

3. Terms for the Third Person, , “the Absent person or persons or things spoken about.,,

The First and Second Persons together, i.e., and \*

are referred to as , i-e > » the Person or Persons who is or are

Present; in contrast to , which means an absent person or a thing.

(c) For the First Person, we have two terms. (jf an£ \* which are exactly

equivalent to : “I” and “We”. They are used both for the Masculine and Feminine,

and •denotes two persons or more.

< - r w

re

{d) For the Second Person we have five terms, fully reflecting the number. They also fleet the gender except in the case of the Dual term, which is used both for

the Masculine and Feminine. So we have t “. and for the Singular

Masculine and Feminine respectively; and Masculine and Feminine respectively.

أَنْتُمْ

and

أَنْتُنَّ

for the Plural

(e) For the Third Person, we have five detached pronouns, similarly reflecting the number of the antecedent, and except in the case of the Dual which is denoted by the term , UJk , also reflect the gender. Thus we have the terms 'JL for “He” • ' \*

for “She”; ^ for the Masculine “They”, and for the Feminine “They”. Thus, there are actually twelve detached terms for the Nominative Pronoun. Eight

of them reflect the number and the gender; namely : \* \* 0 >

■" # >•£ 9 J x- 9 £

Four others reflect the number but not the gender; namely,

B) The Attached Nominative Pronouns :

UjoT t Cjb t jpxJ

< . Ul

(a) The Attached Nominative Pronoun is always subject, “doer” of the verb. It is not an independent separate entity, but a suffix attached to the verb as its doer.

(b) The Attached Pronoun, like the Detached Pronoun, may denote the First Person, the

Second Person or the Third Person; add reflects in the same way the number and the gender.

106 — wn

(c) For the First Person, we have two suffixes,

and

[j] corresponding to the

two Detached pronouns

: and .

(d) For the Second Person, we have five suffixes.

\* \* . \*

r

corresponding exactly to the Detached terms :

UJ— 4

U — 4

tf 0 0 o ^ •£

4. pjl 4 UjJl 4 vlJl 4 CJl

The suffix also denotes either the Masculine or the Feminine Person.

(e) As for the Third Person, we have only three suffixes :

1. . “The Suffix Dual Alif” as in and

It sounds a long vowel Alif.

2. 4p££jl j\j , “The Plural Wow,” as in \ .

It sounds a long vowel H'aw', i.e., a lengthened dammah. It is followed by an unpronounced but written Alif to distinguish it from the integral Waw( l ).

3. , The Feminine tfun, as in . It has. the short

vowel fathah, and is to be distinguished from LJ— » th e First Person Pronoun

(1) This Alif is removed when the Plural Nominative Waw is followed by an accusative pronoun like ^ \* r < T , “They wrote it”

(c) For the First Person, we have two suffixes, **نَا** and **تُ** corresponding to the two Detached pronouns : **أَنَا** and **نَحْنُ** .

(d) For the Second Person, we have five suffixes.

**تَ - تِ - تُمَا - تُمْ - تُنَّ**

corresponding exactly to the Detached terms :

**أَنْتَ ، أَنْتِ ، أَنْتُمَا ، أَنْتُمْ ، أَنْتُنَّ**

The suffix **تُمَا** also denotes either the Masculine or the Feminine Person.

(e) As for the Third Person, we have only three suffixes :

1. **أَلِفُ الْإِثْنَيْنِ** , "The Suffix Dual *Alif*," as in **كَتَبَا** and **كَتَبَتَا** .

It sounds a long vowel *Alif*.

2. **وَأَوُ الْجَمَاعَةِ** , "The Plural *Waw*," as in **كَتَبُوا** .

It sounds a long vowel *Wāw*, i.e., a lengthened *dammah*. It is followed by an unpronounced but written *Alif* to distinguish it from the integral *Wāw*(1).

3. **نُونُ الْمُسَوِّةِ** , The Feminine *Nun*, as in **كَتَبْنَ** . It has the short vowel *fathah*, and is to be distinguished from **نَا** , the First Person Pronoun

---

(1) This *Alif* is removed when the Plural Nominative *Wāw* is followed by an accusative pronoun like **كَتَبُوهُ** , "They wrote it"

with an extended long vowel.

So, altogether, there are ten Attached nominative

pronoun suffixes which may suffix the Past Tense as its subject

doerC 1 ).

### C) The Implied Pronoun :

(o) The Implied Pronoun is always a Nominative Subject of a verb. We have the Implied Pronoun in the English Imperative. In Arabic we have it in the past Tense also when the antecedent of the pronoun is a singular clear noun, Masculine or Feminine; and is mentioned before the verb as in 'sJj ± “Mahmud wrote”; and

“Laila wrote”.

O s' y

(6) Note that the suffix unvowelled Ta 1 in ^ ir is not a pronoun but a particle suffix added when the subject of the Past Tense is Third Person Feminine.

^ t Z s

It is called 4J^LJI “The Unvowelled Feminine Ta\ to be

\* \* / •\* /

, % 4 s

distinguished from the other vowelled \*lj “The Feminine Ta f which suffixes a Feminine noun. The sukun of the unvowelled Feminine Ta’ of the verb.

however, has to be replaced by a fathah vowel when it is followed by the Dual Alif as ^ is also to be replaced by a Kasrah when the verb is followed by a

& ✓

noun prefixed by the definite article, J|

^ tyt-J .

(1) There is one raore attached nominative pronoun, the Feminine

may suffix the Imperfect and the Imperative, as in ,\_V. .. .t C 1 ; and

\*. •

s'

“Write”, addressing a girl.

i{j wWch

✓ \* m

\*

^ . “You write”, and

108 - 1«A

The Subject Doer of the Verb :

When the subject doer of the verb is the Third Persdn, the subject may be a clear noun of

~~In this case the gender is not clear of the noun.~~

but the subject must follow the verb.

Examples :

»

“Muhammad wrote”

\*

“Maryam wrote”

✓ (Two) boys wrote”

S (Two) girls wrote”

S The two girls wrote”

jLuJl

✓ ^

“The girls wrote”

» / \*

ii. We have thus learned that the Detached Nominative Pronoun is the subject of a Nominal sentence; and that the subject pronoun of the verb must be an Attached Pronoun suffix or an implied

Pronoun. However, the Nominative Detached and Attached pronouns

may occur together in a sentence for the sake of emphasis or for some other reason.

> i "A "As\* • etc And you may have the

So you may say : U1 t elc - Anu y

Nominative Detached and the Implied pronoun together; so you may say .

and

In this case, the statement Ljt is a complex Nominal Sentence. The detached pronoun is the subject of the nominal sentence. It is not the subject of the verb,



## The Subject Doer of the Verb :

- i. When the subject doer of the verb is the Third Person, the subject may be a clear noun of any number or gender, instead of the pronoun. In this case the pronoun does not appear; but the subject must follow the verb.

Examples :

"Muhammad wrote"

كَتَبَ مُحَمَّدٌ

"Maryam wrote"

كَتَبَتْ مَرْيَمٌ

"(Two) boys wrote"

كَتَبَ وَلَدَانِ

"(Two) girls wrote"

كَتَبَتْ بِنَتَانِ

"The two girls wrote"

كَتَبَتِ الْبَنَاتَانِ

"The girls wrote"

كَتَبَتِ الْبَنَاتُ

- ii. We have thus learned that the Detached Nominative Pronoun is the subject of a Nominal sentence; and that the subject pronoun of the verb must be an Attached Pronoun suffix or an implied Pronoun. However, the Nominative Detached and Attached pronouns may occur together in a sentence for the sake of emphasis or for some other reason.

So you may say : نَحْنُ كَتَبْنَا ، أَنَا كَتَبْتُ etc... And you may have the Nominative Detached and the Implied pronoun together; so you may say : هُوَ كَتَبَ and هِيَ كَتَبَتْ

In this case, the statement أَنَا كَتَبْتُ is a complex Nominal Sentence. The detached pronoun is the subject of the nominal sentence. It is not the subject of the verb,

For a fuller analysis of the pronoun doer of the verb. we provide in the next section

• » V — i IUUII/ V.i

which gives the types of the doer of the three classes of verbs;  
namely : • £j| , “The

Past Tense” which we have just treated; , “The Imperfect” which  
denotes a

habitual action or an action in the Present or Future Tense; and ,  
“The Imperative”.

110 - 11

## THE VERB AND ITS DOER TABLE XVI

Table caption\* \*0\* ^!

^j\ — \*J\

**Modal**

**Sentence**

♦Jk\ \3 •

LSjx->

9 1

€Jf\* ✓<

ÿ1> o,^ o £

kJ - \* . y

ØU# f

(0) \_j\*Ji3sJi

|«-Xj \*

^ <jr\*^ cr^!

\*+>SS / ^y

.

5J»Li ✓ •

oif3gJiJ^

^ s

✓ Ø.Ø ▷ > o.y

QUVQjJII.> m-^

4 \*

✓

ø/hhA JI

' \* \*

of £1500  
£2500  
..

^L-Jl

Nominal

Sentence

} \* p

cl^UI

4

\* 0 ^

cJ'

t

® £

✓ • x

Verbal

Sentence

PERSON

:^r s.

D.&P.

Table caption\* ss 4 S\*i

C-l^r d.

° r 4ir m.p. •,,,-iir f\*

^ >

M.S.

Table captionU-f

Ojsd ° f <he ° f J' f ° uows \*

\* An asterisk is placed over the verb in the Table when its subject is-an implied pronoun.

ill - in

FIRST SECOND THIRD

ii THE ACCUSATIVE PERSONAL PRONOUN TABLE XVII

Z

o

oo

c\*

UJ

a

Q

CU

X

o

<

H

UJ

a

o

LU

X

u

<

H

<

Z

D

O

z

o

cu

o

z

z

<

pq

S

z

D

O

z

o

c\*

cu

a

z

z

<

uj

a>

l-H

DU

Q

£

8

LU

00

\1J«

x'O

•J\*

VJJ

\ \u—

, -s ; -3

-U\ -\ \ V

\*J \*J\* v »J-»J‘

"Vo ,U

VJ « Vi \*J

Q

w

a

H

\\*V— —

°^> °X 'V V T"

\\ °A °K VK

' J M 0 < \ °

~ w „ .j \* 0 \* 0

— \ — \ — \ \_ \ \_

x '\_3‘ "J\* « J\* \* j\* »•

° \3 ^ « «S < t ~Ti

W— 'J < -\*-«•

°W \ xu \_ \a—

m \*V \S -v

,0 ,] -y > >

' J , •] ' -J , •.

<D

-o

a>

■w

cti

CD

3

O

X

<D

c

o

<D

\*

d

a>

■w

CD

3

O



> \*

<D

C

o

CD

\*

d

ai

w

cs

CD

a>

c

o

3

o

>

a>

\*

d

a

n>

fi

E

£

CD

\*

d

<D

c3

e

Ln

CD

X

<D

J

d

<D

+ -j

<D

<D

C

JD

s

&

£

^— \u—

°K

•:1 fj)

a— W— V\*— Vi— w—

K °H °K \*K

<3 -j5 «M -M ^ \* ^

K °K °X °K

^ v.\

^ -tf :- ~ - —

'J

^ \*1 -s' \*1

" T -"t

o ^— W 4 ^

D

D

E

•d

CD

4 -J

cd

<D

3

O

S

CA

3

d

<U

4—>

«I

<D

3

O

>■

I

3

O

d

u

4 -)

a

4>

<D

d

<D

4-\*

cd

p

CD

\*

£

d

a

ctS

fi

d

<D

K

112 - m

Notes:

Table XVII contains all the Accusative personal pronoun terms and suffixes ; twelve Detached terms and twelve corresponding Attached suffixes as follows .

(a) The Detached Terms are :

1. —Two terms for the First Person; namely :

£ X 0

**tfU . ULil**

2. Five terms for the Second person; namely :

iiu iiu gKa 'Jrti

m ' \*\* > l \*

and

3 . —Five terms for the Third person; namely :

liU

UaU

and

\*\* fi 0

(6) And the Attached Accusative suffixes are :

1 \_Two suffix pronouns for the First person, namely

and Li

as in

(He) supported me and

US-ii (He) supported us.

2. —Five suffixes for the Second person; namely : i)\_

as m £ I t

4

as in

as m ^5 ^

and jS" as in

i llT- as in l

113 - W

**Notes:**

Table XVII contains all the Accusative personal pronoun terms and suffixes ; twelve Detached terms and twelve corresponding Attached suffixes as follows :

(a) The Detached Terms are :

1.—Two terms for the First Person; namely :

أَنَا , إِيَّايَ

2.—Five terms for the Second person; namely :

أَيْتُكَ and أَيْتُكُمْ , أَيْتُكَ , أَيْتُكَ , أَيْتُكَ

3.—Five terms for the Third person; namely :

أَيَّاهُ and أَيَّاهُمْ , أَيَّاهُ , أَيَّاهُ , أَيَّاهُ

(b) And the Attached Accusative suffixes are :

1.—Two suffix pronouns for the First person, namely :

ي and نَا as in نَصَرَنِي (He) supported me and

نَصَرْنَا (He) supported us .

2.—Five suffixes for the Second person; namely : كَ

as in نَصَرَكُ , نَصَرَكُ as in كَ , أَكْرَمَكَ as in كُمْ , نَصَرَكُم as in كُنْ and نَصَرَكُم as in كُمْ

3.—Five suffixes for the Third person; namely :

S

as in

0 }

**r\***

نَصْرَهُ

as in La j t Ujb as in

\* \* 4 \* . s

and ^ as in j

نَصْرَهُ

4

ii. The Accusative personal pronoun is an object of the verb only. It is not the object of a preposition. The Arabic object of a preposition is in the Genetive Case as we have learned.

iii. The use of the Detached Accusative pronoun is the accusative object from its customary place after the verb and its doer to before the verb. This deviation from the normal use of the attached accusative pronoun to a detached accusative pronoun, confines the meaning of the verb to the antecedent pronoun. If instead of saying “We worship

Thee”, we say, *\_L\*J iiljl* we mean : “Thee alone do we worship.”

iv. We may add here that a verb with an Attached Accusative



pronoun may also have an Attached

Nominative pronoun, \*ike j ' I supported you' and \ f\* <|

supported him. In this case, the Nominative must come first, before the Accusative. In the examples we have, the attached Ta' is the subject pronoun of the verb; and the attached Kaf or Ha\* is its Accusative object.

On the other hand, the subject doer of a verb having an Attached Accusative pronoun comes after the Accusative when it is a clear noun, like : and ^

i.e., ,Khalid supported you ; and Mahmud supported him. The Attached pronoun Kaf or Ha' is the Accusative object, and and are the subject doer of the verb.

114 — n\*

We may also note in passing that a past Tense suffixed by an Accusative pronoun retains the fathah ending which is its regular vowel ending; but the Attached Nominative causes the past

' y S '

Tense to lose the fathah ending and to have a sukun instead. Compare : and

with

' j\*A->

\*-\* K and or and

v. One final observation is that the First Person Accusative Ya, plSjuJl \*C i \* e \*» the Speaker's Ya' is to be preceded by the protective Nutt; as in and

and ^ ; and

(J) A consonant preceding a Ya' always takes the Kasrah. So .he added Nun protects the final consonant of the verb from having a Kasrah .

We may also note in passing that a past Tense suffixed by an Accusative pronoun retains the *fathah* ending which is its regular vowel ending; but the Attached Nominative causes the past

Tense to lose the *fathah* ending and to have a *sukun* instead. Compare : نَصَرْتُكَ and أَكْرَمْتُكَ with نَصَرْتُ and أَكْرَمْتُ or نَصَرْتُكَ and أَكْرَمْتُكَ

- v. One final observation is that the First Person Accusative *Yā*, يَا الْمُتَكَلِّمُ i.e., the Speaker's *Yā* is to be preceded by the protective *Nun*; as in أَكْرَمْتَنِي and نَصَرْتَنِي and نَصَرْتَنِي and أَكْرَمْتَنِي<sup>(1)</sup>

(1) A consonant preceding a *Yā* always takes the *Kasrah*. So the added *Nun* protects the final consonant of the verb from having a *Kasrah*.

# iii THE GENET! VE PERSONAL PRONOUN

Table captionr»i A 'w «rvr«vv

Table caption1ABLL aVIII

PERSON6 Prepositionthe Construct Phrase • < \* ' \* o

4-Jt

PRONOUN

Mytheok

FIRST

Dumb6k

Youbook

dLb5"

\* X

His /

y

SECOND

P

■&r

&

Hisbook

◆ X\*

Eachbook

THIRD

Thebook

Tothem

To.them

### III THE GENITIVE PERSONAL PRONOUN

#### TABLE XVIII

Notes :

i. A glance at Table XV111 immediately reveals the following facts about the Genetive personal pronoun :

1 .—That it is always an Attached suffix; it is never detached.

2.—That it is identical with the Attached Accusative Pronouns, reflecting the number and the gender in the same manner as dc > es the Attached Accusative. So we need not repeat these details here.

3.—That the Genitive Pronoun has two categories; the Possessive Pronoun and the pro

noun object of the Preposition.

4.—The Protective Undoes not apply to the Genetive Speaker's Ya' whether it is possessive,

as in , ^iSr 'my book', or an object of preposition, as in J 'to me ' or rather, " I

L5\* ^

✓

have" ...

• / •

However, when the preposition's last radical is NUn \* like 'about\*' and ^ 'from'

the Nun is duplicated before the Ya\ So we say ^p , about me and

,from me,

2 £ f

as in (He) heard about me, and (He) took from me.

On page 120, Table XIX summarises almost all the Personal pronouns; Nominative, Accusative and Genitive. It is given for easy reference. It will be also useful to repeat reading its columns aloud. It only lacks the Nominative Pronoun which is Attached to the Imperfect and the Imperative verbs; but these can be sought in Table XVI, 111

**117 - UV**

# EXERCISES

1. —Define the following terms and illustrate by examples :

A Detached Pronoun, An Attached Pronoun, First Person Pronoun, Second Person and Third Person Pronouns, A Tangible Pronoun, An Implied Pronoun.

2. —What is the function of the Nominative Pronoun ?

3. —What effect on the Past Tense is caused by the Nominative Attached Pronoun ?

4. —What is the significance of the use of the Detached Accusative Pronoun ?

5. —What is the function of the Implied Pronoun ?

6. —What is the function of the Accusative Pronoun, Attached or Detached ?

7. —How'do you compare the Attached Accusative Pronoun with the Genetive Pronoun Possessive

and Prepositional object ?

8. —What are the terms of the Nominative Detached Pronoun ? Use each in a sentence.

9. —Affix the following verbs to the Attached Nominative Pronouns, First, Second and Third

Persons :

(Begin :

✓

124

نَصَرَ - بَدَأَ

عَلِمَ

u IJU

• \* \*

etc.)

118 \_ m

10.—Annex the following nouns to the Possessive Pronouns :

St\*

•-Ar\* —

11.—(a) Translate the following into English

•j\*\*"



# Cbf JL J, Jj'j ^

(6) Replace the pronoun t by each of the other Nominative Detached pronouns, and then complete the statement with each pronoun, applying the necessary inflections.

12.—Analyse the following sentences gramatically

j J\* - ^ # - \L;) ci

LI

**119 - m**

10.—Annex the following nouns to the Possessive Pronouns :

بَيْتٌ - حُجْرَةٌ - قَلَمٌ - سَيَّارَةٌ

11.—(a) Translate the following into English :

أَنَا طَالِبٌ زَارَنِي صَدِيقِي فِي بَيْتِي وَأَخَذَ مِنِّي كِتَابًا

(b) Replace the pronoun أَنَا by each of the other Nominative Detached pronouns, and then complete the statement with each pronoun, applying the necessary inflections.

12.—Analyse the following sentences grammatically :

هُمَا عَالِمَانِ - نَجَحْتُ ثَرِيًّا - ثَرِيًّا نَجَحْتُ - كِتَابِي فِي الْحَقِيبَةِ

## - SUMMARY OF THE PERSONAL PRONOUN TABLE XIX

~~NON-NEGATIVE~~— \

~~1~~ > v x b

X

U

S

tu

Q

~~W~~ Q A u f Q u \* 3 — \ a

~~H~~ \ 3 - 3 3 ^ n x 3

X:1 / A - 3 v l : A

U

° s

H /

H

<

~~EXCLUSIVITY~~ \ J \

W M ^ 3 \* " j \* " Y " \* ] \*

~~U~~ > ^ w V j n X I , U \* - X V • \_

~~U~~ & ' 3 - 3 \* - » )

W 3 4 3 - v

H \* 3 \* 3 - 3

L U — ' V « \_

Q

~~Q~~ n i

W \* - W A - w \ u - v v ° K \ \ - X W • \

~~B~~ o B y j ^ o \ J ^ o \ | ^

G j i j > i j >

<

f

<

~~IN A POSITIVE~~ R U C T P H R A S E ( P O S S E S S I V E )

3 > ' ■ \* S i ? F \*\*

H

LU

f

~~OBJECT OF PREPOSITION~~ >

O

120 - H \*

LESSON 15  
اسم الإشارة THE DEMONSTRATIVE PRONOUN

TABLE XX

GENDER AND NUMBER	'THIS' OR 'THESE'		'THAT' OR 'THOSE'	
	TERMS	MEANING	TERMS	MEANING
Mas. Sing.	هَذَا	This (boy) <sup>٢</sup>	ذَلِكَ	That (boy)
Fem. Sing.	هَذِهِ	This (girl)	ذَلِكَ	That (girl)
Mas. Dual	هَٰذَانِ	These (two boys)	ذَٰئِكَ	those (two boys)
Fem. Dual	هَٰتَانِ	These (two girls)	تَٰئِكَ	Those (two girls)
Plural Mas. and Fem.	هَٰؤُلَاءِ	These (boys or girls)	أُولَٰئِكَ	Those (boys or girls)

مُتَابِعَةٌ	Thawt (over board)
مُتَابِعَةٌ	
مُتَابِعَةٌ	
مُتَابِعَةٌ	Met. Step
	Foot-Step

# TERMS

**MEANING**

**TERMS**

# MEANING

Time (Sec)

GENDER AND NUMBER	'THIS' OR 'THESE'		'THAT' OR 'THOSE'	
	TERMS	MEANING	TERMS	MEANING
Mas. Sing.	هَذَا	This (boy)	ذَلِكَ	That (boy)
Fem. Sing.	هَذِهِ	This (girl)	بَلَدٌ	That (girl)
Mas. Dual	هَٰؤُلَاءِ	These (two boys)	ذَٰلِكَ	those (two boys)
Fem. Dual	هَٰئِثَانِ	These (two girls)	تَٰئِثَانِ	Those (two girls)
Plural Mas. and Fem.	هَٰؤُلَاءِ	These (boys or girls)	أُولَٰئِكَ	Those (boys or girls)

Notes :

i. A pronoun is a clear noun substitute; and in Arabic the term is \* ^  
^ However, the term applies only to the Personal Pronoun. Other pronouns, like the Demonstrative Pronoun, the Relative Pronoun and the Interrogative Pronoun are known as 'nouns'. The Demonstrative Pronoun is called. | , the Relative Pronoun is called

J and the Interrogative Pronoun is called i . We have



chosen the English terminology here as it is convenient for our analysis.

ii. Table XX shows that the Arabic Demonstrative Pronoun, like the English Demonstrative Pronoun, has terms which refer to proximate persons and things; and other terms that refer to distant persons and things. However, the English Demonstrative Pronoun does not reflect the gender. Each of the terms, This, That, These, and, Those is used as Masculine and as Feminine. But the Arabic Singular and Dual Demonstrative Pronoun have terms for the Masculine and others for the Feminine, as follows :

(a) Near :

Singular Masculine :

Singular Feminine :

هَذَا

j

This

Dual Masculine :

Dual Feminine :

OtJU

OU&

}

These two

122 - m

(b) Distant :

Singular Masculine : Singular Feminine : Dual Masculine :

Dual Feminine :

ذَلِكَ

تِلْكَ

✓

}

}

That'

Those two'

As for the Plural, Masculine or Feminine, we have two terms only, namely :

: ' These,

and dAfijf ' Thosc '

And thus, the Arabic Demonstrative Pronoun has ten terms, whereas English has only four terms.

iii. We have, however, to note :

(a) That the 'near' terms, U\* t 0 jjt > i < ■ OUIa i and may read :

t t olS c OU t and c without the prefix La, . The terms are

more commonly used with this prefix.

( b ) The prefix Lfc consists, as we see, of tTa' and a long vowel Alif; but the long vowel is

deleted although it is pronounced. Instead, the sign which resembles a dagger and is called a small Alif, is written over the Ha \ However, the term jLjU retains the Alif. The

same sign applies to the Lam of ^J LsJ an( i Dfud \* n with the same function.

**t23 - ITT**

(b) Distant :

Singular Masculine :	ذَلِكَ	} , 'That'
Singular Feminine :	تِلْكَ	
Dual Masculine :	ذَانِكَ	} , 'Those two'
Dual Feminine :	تَانِكَ	

As for the Plural, Masculine or Feminine, we have two terms only, namely :

هَؤُلَاءِ : 'These'  
and أُولَئِكَ : 'Those'

And thus, the Arabic Demonstrative Pronoun has ten terms, whereas English has only four terms.

iii. We have, however, to note :

(a) That the 'near' terms, هَذَا ، هَذِهِ ، هَٰذَا ، هَٰتَانِ ، هَٰئَانِ ، هَٰؤُلَاءِ may read :

هَٰ ، هَٰؤُلَاءِ ، هَٰئَانِ ، هَٰتَانِ ، هَٰذَا ، هَٰذِهِ ، هَٰؤُلَاءِ without the prefix هَٰ . The terms are more commonly used with this prefix.

(b) The prefix هَٰ consists, as we see, of *Hā'* and a long vowel *Alif*; but the long vowel is deleted although it is pronounced. Instead, the sign which resembles a dagger and is called a small *Alif*, is written over the *Hā'*. However, the term هَٰتَانِ retains the *Alif*. The same sign applies to the *Lām* of أُولَئِكَ and the *Dhāl* in ذَلِكَ with the same function.

(c) The Waw in and f \* i \* ! is redundant a\* it has no apparent function. It is

not a long dammah.

iii. The Dual terms c dJLl t and ilJU should read :

" „ " ~

j/' I O ^ s' a \* 9 ^

i t liJjo-i • and (iJjwJ > when they are Accusative or Genitive.

iv. (a) When a noun next to the Demonstrative Pronoun is without the Definite Article, the pronoun

\*\* f s' \

and the noun are Subject and Predicate. Thus, the sentences : J > -j 1 and I JL& » for example, are to be rendered: “This is a man” and “This is Muhammad.

(6)But when the Demonstrative Pronoun is to qualify the next noun in such sentences as, ‘This

man is great’, and ‘That house is small’, then the Arabic qualified noun must be prefixed by the definite article. So these sentences should be rendered :

\* s' \* 9 s\* ' \

and Jw? • The pronoun here is regarded as a subject and the noun

«• t s

هَذَا الرَّجُلُ عَظِيمٌ

° r

الْبَيْتُ

is its substitute as explained earlier.

v. One more useful point is that the Feminine Singular term oJlfc And ^JLLj often qualifies a broken plural and a sound Feminine

plural, which can be also qualified by a Feminine Singular Adjective. So, we may say :

^ ^ jt V s' O

Cj I yfcjJt eJLft 'These roses are beautiful', and J-jll Oil .

'These Messengers are great\*.

## 124 - m

### EXERCISES

1.—Translate the following into English :

V.'0 \  
'„J-s\* i •  
ol ~»l 0-i \_ \* —  
y s s  
7^/■sX/o  
0 fy\*\* liJJj —  
OUuJU\* oOli \_  
V  
0"ll"lv\* >fz' v  
Eol j  
ØjjXfr\* f(ijjA  
fJW\* ✓ z" l  
\_\* 0 & s\* 0 1 ol^Jpl 5 JUb  
\? \a all —

2. —Apply all the possible inflections to the following two sentences :

### iSjj - oJU? I-L-\*

3. —Translate the following four sentences into Arabic :

(a) This is a small house.

(i b ) That house is big.

(c) These are two beautiful flowers.

(d) Those flowers are beautiful.

**125 - Ho**



> & g

Z O m

C m jo

S Z %

w o 9

> 2 \*3

§ P S

z o §

C W w

£ Z

» D

m m

jo jo

00 00

9l\*

r. ' ' c

<k &

& \*L

t: v

r -“ t ? t: - r '

■p o °

Gm \ v \

' CCTx

V

S"x

N c

!,B

5T\ cfT\

K &

**f • ^**

' C/ - f ^

**l« -V**

V Qt v

fc\ -h

**vL**

- ^ V<sub>k</sub>

127 - UV

**THE RELATIVE PRONOUN i °/J\**

# LESSON 16

## THE RELATIVE PRONOUN اسم الموصول

TABLE XXI

GENDER AND NUMBER	TERMS	EXAMPLES	MEANING
SING.	MASC. الَّذِي	الرَّجُلُ الَّذِي يَحْكُمُ زَوْجَتَهُ كَرِيمٌ	The man who respects his wife is noble.
	FEM. الَّتِي	السَّيِّدَةُ الَّتِي تَنْظُرُ بَيْتَهَا عَاقِلَةٌ	The lady who looks after her house is wise.
DUAL	MASC. الَّذَانِ	الْوَلَدَانِ اللَّذَانِ يَلْعَبَانِ مَاهِرَتَانِ	The two boys who play, (are playing), are skilful.
	FEM. الَّتَانِ	الْبَنَتَانِ اللَّتَانِ يَلْعَبَانِ مَاهِرَتَانِ	The two girls who play are skilful.
PL.	MASC. الَّذِينَ	الْوِلْدَانِ اللَّذِينَ يَلْعَبُونَ مَاهِرُونَ	The boys who play are skilful.
	FEM. الَّاتِي	الْبَنَاتُ اللَّاتِي تَلْعَبْنَ مَاهِرَاتُ	The girls who play are skilful.
PERSONS (ALL GENDERS AND NUMBERS)	{ مَنِ }	مَنْ جَاهَدَ ظَفَرَ	Who struggled has won
		قَابَلْتُ مَنْ تُحِبُّ	I met whom you love.
		مَا فَعَلْتَ كَانَ حَسَنًا	What you did was good.
NON-PERSONS (ALL GENDERS AND NUMBERS)	{ مَا }	سَأَخْتَارُ مَا تَخْتَارُ	I shall choose what you choose.

Notes :

The English Demonstrative Pronoun, (this, these, that and those,) reflect the number but not

thft ffendftr' nnrf thp Ppnlich

— 0 -»- “ v ‘v,u» v ^ivuuttM, \»uu, Vmuni, yVuiCji, clc,,) uoes nox reflect

either.

ii. The Arabic Demonstrative Pronoun, on the other hand, reflects the gender except in the plural which has these two terms only, namely : and .“these and those.’

hi. The Arabic Relative Pronoun, as can be seen in Table XXI above, is of two types : Specific and General.

(a) The Specific Relative Pronouns, namely : t ^J| t jljjjf < jLJjf t

®nd | or regularly reflect the gender and the number.

Moreover, with the exception of the term which resembles the Sound Masculine

✓

Plural, they apply both to persons and to objects. Thus you may say : y' ^ ■" ^ > 's' 0 '

A-wL ej j\$ \ ^JUI «\_jljlSsJ l “The book I read is eloquent”, and

0 / O o

4 J> < S

“The tree which is in front of the house is green”.

And so, each of these six terms just mentioned, depending of course on the context, may stand for “who”, “whom”, “which” or “what”.

(b) There are only twdigeneral terms applicable to both types of gender and to all the numbers; but one of them, ^ applies only to persons; and the other, t only to things.

u

M

iv. The six specific terms, like the English terms, may be described as adjectival terras. They may qualify the noun as in the first six examples quoted in the Table. The two general terms, on the other hand, cannot function as such.

The Dual terms, and jUJjl which resemble the Dual clear noun, become :

✓ ^

. ° jj } \ and . \* » Il f when they are in the Accusative or the Genetive cases; as in the 0"d

following examples :

**aLoIi LJ «“• oCii I j£J\**

vi. The Feminine Singular, qualify the Broken Plural and the Feminine Sound

Plural; so we may say :

Jo J| y ,JI ‘The houses w .nch are on the beach are comfortable’

\* \* s' /

**and : J > J| ' f tf Jjl**

y ✓ i

1 ^ ti - fcti ‘xhe trees which are in front of the house  
are fruit-bearing,’

vii. Arabic has no equivalent to the English Relative Pronoun, whose



yjii In English, the Relative Pronoun introduces a subordinate clause and is construed as its

subject. What follows the pronoun is its predicate. In the sentence, 'I read the book which

is green 5 the subordinate phrase: 'which is green 5 is an adjectival clause; the pronoun

'which 5 is its subject and 'is green 5 is the predicate. In Arabic, a different analysis pertains.

The relative pronoun : 'which 5 is the adjective, and what follows must be a sentence or a

\* ' 1

quasi-sentence completing the meaning of the relative pronoun. This is known as

.We mean by a quasi-sentence a prepositional phrase or an adverbial phrase indicating time or place. Let us, for example, analyse the following statements :

129 - m

'I read the book which (it) is green'

'I read the book which is on the tabled

\*-# > tjjJ\ ^b^jt sis\

v^L&Jl ol'I read the book which I bought (it) 1 ,

✓ / " tt # " t ^ ^ ✓ -O > J ✓

SjlJuJ! /cJLJI ji 'I read the book which is on the tabled

j—1 : i>Jl ^ ^JiJl Ob^Il Ol \*1 read the book which is in the bag\

c?

In the first of these sentences the relative pronoun, ^JU1 is followed

by the sentence A V? xJ\*

which is a nominal sentence consisting of a subject, ^ , and a Predicate,

\* n next statement, the pronoun is followed by the verbal sentence :

|  
In the third sentence, it is followed by the adverbial phrase : iJu£j\  
VJ ‘ ; and

in the last statement, by the prepositional phrase: aLj^Jl a

+ ■ \*

The last two phrases are quasi-sentences.

ix. The Relative-Pronoun Completing Sentence, jj| must contain a personal pronoun-concretely or implicitly- the antecedent of which is the relative pronoun itself. This

personal pronoun is known as jjtf\ or <JU)I ij& . In the first statement in the

\* + \*

examples quoted in paragraph viii above, the pronoun y» is Jlj& °f, and in the second statement, it is the Accusative pronoun ^ in , ( l bought it \ Needless to say

that this is an objectionable style in English.

## 130 — ITEXERCISES

1. —What are the Specific Relative Pronouns ?

And what are the General Relative Pronouns ?

What are the features of each of these two categories ?

2.—Address with the following sentence the Fem. Singular, both Duals and both plurals :

/ Ji f ^ \* • %

uj!

3.—Translate the following into English :

^ A , . . \*\* z' 11 // • - } > 0 /\*

^ US ^ Jitfill

4.—Fill in the two blank spaces in each of the following sentences, the first space on the right with a Demonstrative Pronoun; and the other in the same sentence with a Relative Pronoun :

£/>8,0 s'



ousyjr .

jüii':'^ v \* i' \*

\*."ir

O .

ť"Šs>Q.s'\*\ \s \* • c

o\jLk)\ .

131 — m

## EXERCISES

1.—What are the Specific Relative Pronouns ?

And what are the General Relative Pronouns ?

What are the features of each of these two categories ?

2.—Address with the following sentence the Fem. Singular, both Duals and both plurals :

أَنْتَ الَّذِي عِلْمُهُ غَزِيرٌ

3.—Translate the following into English :

الْعَاقِلُ مَنْ كَلَامُهُ قَلِيلٌ وَمَا يَعْمَلُهُ كَثِيرٌ

4.—Fill in the two blank spaces in each of the following sentences, the first space on the right with

a Demonstrative Pronoun; and the other in the same sentence with a Relative Pronoun :

الْكُرْبَى . . . أَجْلِسْ عَلَيْهِ مُرِيحٌ

الْوَرْدَتَانِ . . . تُمْسِكُهُمَا سَعَادٌ جَوِيلَتَانِ

الْعَمَالُ . . . يُخْلِصُونَ مُقْلِحُونَ

الْبُيُوتُ . . . يَسْكُنُهَا الْفُقَرَاءُ صَغِيرَةٌ

الْفَتَاةُ . . . تَحْرِصُ عَلَى شَرْفِهَا مُحْتَرَمَةٌ

فِي الْحُجْرَةِ ضَيْقَانِ

الْبَابَانِ . . .

فَاضِلَاتٌ

^ ~ ^ J\* °

oUJUJi

\*The chair.

yt : Comfortable.

\*A flower.

dJL^J : Holds.

y

1The workers indoors.

(JU^JI

\*Successful.

Cjyj : pi- of

«. «

\$Stays in.

Mjjj : pi\* Of

!Small.

ribu\* : Protec(s

\*»•

4Honor> ^s»

^ y > u\* ■ Respected.

jUW doors.

t Narrow.

JfabeHfme

JVirtuous.

132 — ITT LESSON 17 THE INTERROGATIVE PRONOUN TABLE

XXII

INTERROGATIVE

PRONOUNS

EQUIVALENT

EXAMPLES

MEANING

Who ?

? li\_A

Who is this ?

What ?

9 Ij,\_ft 1\_J> What is this ?

9 1 What ?

X / I ' ,/

¥«j^

4 i

\* s:

Why ?

Where ?

When ?

How ?

¥ li-jb j\*J I

f 'J& ^

n .S\* .. iso"" -v

y o 't y A ^

¥ cji o\*lr

How many ? ?

How much? ? SjUlll jIj

To whom';? Whose ? <? Vi\* \lj

‘ . ✓ LJ y

Which ?

4 t y y & ■£

« £ yy o y

Do > ,ou? Did y° u ? ? jliti oJa> >

Will you ? etc. ^ ^

a y yy %

9 'jj&\ -Jtl

(a) Same as 1\* v L.

L» s ,, ,, 0 ^ ^ > <

(h) Which (of two things)

g .o ^

fl jXb'

¥ ?£iJI

What happened ?

Why is this ?

Why did you leave the school ?

Where do you live ?

When does the school session begin ?

How are you ?

How many dollars did you earn ? How much is the price of the car ?

To whom is this book?

Which fruit do you like ?

Has the sun appeared?

Has the moon appeared ?

Do you prefer the town or the village ?

(1) Note that the Arabic Question Mark is exactly the same as the English Question Mark except that it faces the right side.



# LESSON 17

## THE INTERROGATIVE PRONOUN اسم الاستفهام

TABLE XXII

INTERROGATIVE PRONOUNS	EQUIVALENT	EXAMPLES	MEANING
مَنْ ؟	Who ?	مَنْ هَذَا ؟	Who is this ?
مَا ؟	What ?	مَا هَذَا ؟	What is this ?
مَاذَا ؟	What ?	مَاذَا جَرَى ؟	What happened ?
لِمَ ؟	Why ?	لِمَ هَذَا ؟	Why is this ?
لِمَاذَا ؟	Why ?	لِمَاذَا تَرَكْتَ الْمَدْرَسَةَ ؟	Why did you leave the school ?
أَيْنَ ؟	Where ?	أَيْنَ تَسْكُنُ ؟	Where do you live ?
مَتَى ؟	When ?	مَتَى تَبْدَأُ الدَّرَاسَةَ ؟	When does the school session begin ?
كَيْفَ ؟	How ?	كَيْفَ أَنْتَ ؟	How are you ?
كَمْ ؟	How many ?	كَمْ دُولَارًا رَبَحْتَ ؟	How many dollars did you earn ?
كَمْ ؟	How much ?	كَمْ ثَمَنُ السَّيَّارَةِ ؟	How much is the price of the car ?
لِمَنْ ؟	To whom? Whose ?	لِمَنْ هَذَا الْكِتَابُ ؟	To whom is this book?
أَيُّ ؟	Which ?	أَيُّ فَاكِهَةٍ تُحِبُّ ؟	Which fruit do you like ?
هَلْ ؟	Do you? Did you ? Will you ? etc.	هَلْ طَلَعَتِ الشَّمْسُ ؟	Has the sun appeared?
{ أ ؟	(a) Same as هل	أَطْلَعَ الْقَمَرُ ؟	Has the moon appeared ?
	(b) Which (of two things)	أَتُفَضِّلُ الْمَدِينَةَ أَمْ الْقَرْيَةَ ؟	Do you prefer the town or the village ?

(1) Note that the Arabic Question Mark is exactly the same as the English Question Mark except that it faces the right side.

INTERROGATIVE PRONOUNS	EQUIVALENT	EXAMPLES	MEANING
مَنْ ؟	Who ?	مَنْ هَذَا ؟	Who is this ?
مَا ؟	What ?	مَا هَذَا ؟	What is this ?
مَاذَا ؟	What ?	مَاذَا جَرَى ؟	What happened ?
لِمَ ؟	Why ?	لِمَ هَذَا ؟	Why is this ?
لِمَاذَا ؟	Why ?	لِمَاذَا تَرَكْتَ الْمَدْرَسَةَ ؟	Why did you leave the school ?
أَيْنَ ؟	Where ?	أَيْنَ تَسْكُنُ ؟	Where do you live ?
مَتَى ؟	When ?	مَتَى تَبْدَأُ الدَّرَاسَةَ ؟	When does the school session begin ?
كَيْفَ ؟	How ?	كَيْفَ أَنْتَ ؟	How are you ?
كَمْ ؟	How many ?	كَمْ دُولَارًا رِبَحْتَ ؟	How many dollars did you earn ?
كَمْ ؟	How much ?	كَمْ ثَمَنُ السَّيَّارَةِ ؟	How much is the price of the car ?
لِمَنْ ؟	To whom? Whose ?	لِمَنْ هَذَا الْكِتَابُ ؟	To whom is this book?
أَيُّ ؟	Which ?	أَيُّ فَاكِهَةٍ تُحِبُّ ؟	Which fruit do you like ?
هَلْ ؟	Do you? Did you ? Will you ? etc.	هَلْ طَلَعَتِ الشَّمْسُ ؟	Has the sun appeared?
{	(a) Same as هل	أَطْلَعَ الْقَمَرُ ؟	Has the moon appeared ?
	(b) Which (of two things)	أَتُفَضِّلُ الْمَدِينَةَ أَمْ الْقَرْيَةَ ؟	Do you prefer the town or the village ?

Notes :

i. In Table XXII, there are thirteen Interrogative instruments. The first eleven, from to

Cr

£ 5

^1 are Interrogative Pronouns; the last two, and the Interrogative Hamzah are

Particles.

An Interrogative Pronoun asks about a person, a thing, a time, a

place, a reason, a number or quantity or about a condition. The Interrogative Particle, on the other hand, inquires about the occurrence of the verb. Therefore, the answer to a question using an interrogative pronoun

has to give the information required; whereas the answer of a question introduced by

or the Hamzah has to be the equivalent of 'yes' or 'No'.

Let us make this more clear by giving some examples :

The answer to a question like 'Who is this,' should give the name

•A

of a person, like: 'The

answer to the question

A A

• '0\$ would be something like this : '« stay i

City'.

.' f

in the

But the answer to the question 'V ji or ?

Should be either : 'Yes. Ali came', or 'U t V

'No, # Ali did not come\

iii. Although the Interrogative Hamzah performs the same function as that of , yet the

Hamzah may be used in the sense of, 'Which\* (of two alternatives).

The speaker in this case

knows the occurrence or the validity of one of two things and requests to know which of the two

is true. The question 9 jJl > - » Did 'Ali come or Khalid, for

example, implies that the speaker knows that the coming has occurred, and the person who

came was either 'AH or Khalid'. He inquires which of the two persons did actually come.

The conjunction used with the Interrogative Hamzah in this latter sense, is , 'or'. It

is not which also means 'or' but is not to be used here.

i t

iv. The Interrogative ^ j is always annexed to a noun indicating a category ; and, unlike the

\* i

other pronouns which always maintain a fixed ending, ^ | reflects its own case. In other

words, ^ | is a declinable noun. Examples :

r\* 9 \* &

& t

\

'''

^ ^ %

? 'Jzlj j y

'Which man came ? '

‘Which (of) them came ? ’

‘Which fruit do you like ? ’

‘In which house do you live ? ’

v. The Arabic Interrogative sentence is formed merely by introducing the sentence with one of the

interrogative instruments. No auxiliary verb is used. For example, the simple sentence , ‘Ali came, may be turned into an interrogative sentence by just introducing an interrogative element as follows :

135 - It®

‘Who came ? \*

■ r\*\*- O'

e '\ ' ' • ^ \* / \*

• IT is\*

‘When did ‘All come? ’

J ' - \* . \* S'

‘Kow did c Aifcome?\*

? Jp J;

‘Did ‘Alf come?’

vi. Similarly, the affirmative sentence becomes negative just by introducing it with a negative par

^ ^ 0 ' \$ s'

tide, like [, t ^ ( r a ° d lr < > J or the incomplete\* verb, J2

Examples :

which

means : ‘is not’.

A& j + &> - L® \*Ali did not come.

tJ >

1^ • 0^0

ir r 5

\*.s \* '!.O S «'

jjp UJ

S'

& ^ ^ ^ jl ^ O y \*

l4\_p Jp V

**Jiiii ja Liu v**

Pill yiiG-V

^ i

i \* i i \* ✓ ©

‘Ali did not come.

‘Ali has not come yet.

‘Ali (will) not come tomorrow.

Do not play on the ice.

(There is) no life in (on) the moon.

^ < Ali is not present

vi. Arab Grammarians regard the interrogative sentence as belonging to the INITIATIVE category

of sentences. A sentence, in their terminology, is either INFORMATIVE,

#4 ' o

giving a , a piece of news; or initiative, 2\_. implying a demand. The latter

i3 < » — in

term includes the Interrogative sentence which demands information; and the Imperative which demands an action.

yh, You will have noticed that and L\* are used both as Relative Pronouns and as Inter

rogative Pronouns. We shall also learn later that they, and some other Interrogative Pronouns such as 4 , and may be used also as Conditional Pronouns. The

context, however, determines their use.

## EXERCISES

1. —What are the Interrogative Pronouns ?

What are the Interrogative Particles ?

Use each in a separate sentence.

2. —What is the difference between the role of the Interrogative Pronoun and that of the Interrogative

Particle ?

Illustrate by examples.

0 s'

3. —What is the difference between the use of J A and that of the Interrogative Hamzah. Il

ustrate by examples.

£

4. —What are the special features of the Interrogative ?

Explain by examples.

5. —What do we mean by an initiative sentence and informative sentence ? Give examples.

6 —Read the coming text, and then answer the questions which follow :

. Uy byW yiS\j t 1^1 us I fill

. ."mi > °\* Soi \*'

c 4 4 pj : ^ < ^Ci

. Jl i i frUjjSfl C pj

C 4Xj?S ApLJIj C 4pC Oj^-iPj ^ I

\* /

. <JU 138 — 1TA

^ i # 0 | o ^ . 1 ^ ^ ^ . i . Jl O ^

. \*M ijxu2^j Ijl^J <j\* owaJ '

,,,,,,» r •' " # ." f - - > \* ..'//,. »\*,,, ." 'V •\*.. .•"\* ^

iv^jJL^JI c l'Lw\* 4 \*jLJI 4P\^\*Ji ^ < \*31 ~ /311 ^ ■' i\*iv )

li-rr. , v^-i r. owi &ui j > Jr jj t &£ vj ibuji «o

/ x

v \* fdi^AlSKc: (i)

? ujCLif- ^ ? t^Vt t\$ ^ M

? ^i j «.c j^rs ? spUi j > iliS 'pT (^)



„✓✓ O ✓ ?. S \$ \*s 'ss O^A.j" \* . S' } / \

O-J-Wl ■ 5 \*\*-i ^ U\* ci p (\*J“^ L?"\* '

.✓ \* ., , \* X J« " ®.^ ✓ cf , v

V r- U^JI ^Jp ( ■\* /

^ ^

A y ✓do a &% 0 ■£ < ‘ & s S ^ \* / <

? dbiti r \* jlvi ^ j ? > g c' SiJ» ^)

\* Vocabulary ;

July 1978  
dub1 h ^  
225000  
Sunday  
Ob \*\* / #  
Plymouth, England  
1. \* . . '  
✓ .. ♦ \*  
On the ring  
L; • day-light  
the ring  
: .1 ♦ night  
cnr •  
slightly  
ais named  
On the rep

النَّصْفُ الْمُضِيُّ مِنْ الْيَوْمِ يُسَمَّى نَهَارًا وَالنَّصْفُ الْمُظْلِمُ يُسَمَّى لَيْلًا .  
يَسْتَقِظُ عَلَى مِنَ النَّوْمِ السَّاعَةَ السَّابِعَةَ صَبَاحًا ، وَيَذْهَبُ إِلَى الْمَدْرَسَةِ  
السَّاعَةَ الثَّامِنَةَ إِلَّا رُبْعًا ، وَيَعُودُ إِلَى الْمَنْزِلِ السَّاعَةَ الْخَامِسَةَ وَالنَّصْفَ مَسَاءً .

(أ) مَا عَدَدُ أَشْهُرِ الْعَامِ ؟ وَكَمْ يَوْمًا فِي الشَّهِرِ ؟

(ب) مَا عَدَدُ أَيَّامِ الْأُسْبُوعِ ؟ وَمَا أَصْنَافُهَا ؟

(ج) كَمْ دَقِيقَةً فِي السَّاعَةِ ؟ وَكَمْ سَاعَةً فِي الْيَوْمِ ؟

(د) مَتَى يَقُومُ عَلَى مِنَ النَّوْمِ ؟ وَمَتَى يَعُودُ مِنَ الْمَدْرَسَةِ ؟

(هـ) أَيْنَ يَذْهَبُ عَلَى فِي الصَّبَاحِ ؟

(و) أَتُفَضِّلُ السَّفَرَ نَهَارًا أَمْ لَيْلًا ؟ وَأَيُّ الْأَيَّامِ يَوْمٌ عُطْلَتِكَ ؟

\* Vocabulary :

minute : دقيقة : Week : أُسْبُوعٌ : Year : أَلْعَامُ

second : ثَانِيَّةٌ : Saturday : السَّبْتُ : month : شَهْرٌ

awake : يَسْتَقِظُ : hour, watch : سَاعَةٌ : (أَيَّامِ pl.) : يَوْمٌ

rise : يَقُومُ : morning : صَبَاحٌ : day-light time : نَهَارٌ

prefer : يُفَضِّلُ : evening : مَسَاءٌ : night : لَيْلٌ

holiday : عُطْلَةٌ : lighted : مَضَى\* : is named : يُسَمَّى

half : نَصْفٌ : quarter : رُبْعٌ : sleep : النَوْمُ

DIVISION 2

THE VERB



LESSON 18  
CATEGORIES OF THE VERB  
TABLE XXIII

TIME	VERB	EXAMPLES	MEANING	NAME OF VERB
PAST TENSE	ذَهَبَ	ذَهَبَ عَلَيَّ إِلَى الْمَدْرَسَةِ أَمْسَ	'Ali went to school yesterday.	فِعْلٌ مَاضٍ
PRESENT	يَذْهَبُ	يَذْهَبُ عَلَيَّ إِلَى الْمَدْرَسَةِ الْآنَ	'Ali goes to school now.	فِعْلٌ مُضَارِعٌ
HABITUAL		يَذْهَبُ عَلَيَّ إِلَى الْمَدْرَسَةِ كُلَّ صَبَاحٍ	'Ali goes to school every morning.	
		يَذْهَبُ عَلَيَّ إِلَى الْمَدْرَسَةِ غَدًا	'Ali goes to school tomorrow.	
FUTURE		سَيَذْهَبُ عَلَيَّ إِلَى الْمَدْرَسَةِ	'Ali will go to school.	فِعْلٌ مُتَعَدٍّ
		سَوْفَ يَذْهَبُ عَلَيَّ إِلَى الْمَدْرَسَةِ	'Ali will go to school.	
FUTURE (IMPERATIVE)	اِذْهَبْ	اِذْهَبْ إِلَى الْمَدْرَسَةِ	Go to school !	فِعْلٌ أَمْرٌ

LESSON 18  
CATEGORIES OF THE VERB  
TABLE XXIII

TIME	VERB	EXAMPLES	MEANING	NAME OF VERB
PAST TENSE	ذَهَبَ	ذَهَبَ عَلَيَّ إِلَى الْمَدْرَسَةِ أَمْسَ	'Ali went to school yesterday.	فِعْلٌ مَاضٍ
PRESENT	يَذْهَبُ	يَذْهَبُ عَلَيَّ إِلَى الْمَدْرَسَةِ الْآنَ	'Ali goes to school now.	فِعْلٌ مُضَارِعٌ
HABITUAL		يَذْهَبُ عَلَيَّ إِلَى الْمَدْرَسَةِ كُلَّ صَبَاحٍ	'Ali goes to school every morning.	
		يَذْهَبُ عَلَيَّ إِلَى الْمَدْرَسَةِ غَدًا	'Ali goes to school tomorrow.	
FUTURE		سَيَذْهَبُ عَلَيَّ إِلَى الْمَدْرَسَةِ	'Ali will go to school.	
		سَوْفَ يَذْهَبُ عَلَيَّ إِلَى الْمَدْرَسَةِ	'Ali will go to school.	
FUTURE (IMPERATIVE)	اِذْهَبْ	اِذْهَبْ إِلَى الْمَدْرَسَةِ	Go to school !	فِعْلٌ أَمْرٌ

Notes :

i. The verb is the heart of the sentence, its constituent radicals denote an action; and its pattern denotes a time. In other words the verb denotes an action and its time.

ii. The Arabic verb, as appears from Table XXXIII above, has three divisions. It is either Indicative or Imperative; and the Indicative may indicate an action that took place and was completed before the time of speaking, or an action which occurs after or at the time of speaking.

\* 0 0 '

(a) A verb which indicates an action in the past is the Past Tense, called in Arabic :

^ 0

English authors call it 'Perfect' because the action indicated is finished before the time of speaking. Therefore, this division covers the English simple Past Tense and the Perfect Past and Present Tenses.

(£) The verb which indicates an action which occurs after or at the same time of speaking is

t ' S 0 \* o

called : ^ \* English authors call it 'Imperfect', because at the time of speaking the action indicated is not complete or may not even have been started. Therefore, this division covers the English Present, Continuous and the Future Tenses. The specific time of the Imperfect may be indicated by the use of such words as oVl : 'now\*;

lAp 'tomorrow'; the prefix \_ vU or the word : •Jj)^ each of which means 'shall' or 'will'.

\* o

(c) The Imperative is a verb which indicates a command. Its Arabic term is /\*' cW i.e., the verb of commanding.'

# 144 — \U

So, briefly stated, the verb has three categories, namely :

: The perfect Verb : The Imperfect : The Imperative

iii. The Past Tense, 'Perfect', which is regarded as the root from which the other two categories are derived and formulated, often consists of three radicals. Each of these three radicals is one syllable consisting of a consonant and a vowel. The verb c f r example, can be

analysed into three radicals; namely :

\* A 9 '

J\* X a o } a QS

\* o

: Ka; O : Ta i

and

ب : Bā

The vowel of the first and third radicals of the Past Tense is always the fathah vowel( J ); but the vowel of the middle radical may be also the fathah vowel, as in the given example; or a Kasrah in some

verbs, as in

> 'heard", or the dammah in some rare cases, as in >

became easy".

So, when we encounter an unnunated trilateral word the three consonants of which bear the fathah vowel, we recognise that it is a



verb in the Past Tense. The same applies if the middle consonant has the kasrah or the dammah vowel.

(1) The fathah vowel of the third consonant of the Past Tense is to be replaced by a dammah or a suktat when the verb is suffixed by the plural pronoun waw or by a vowelled nominative pronoun respectively; as in I " r < T and

# 145 - H\*

So, briefly stated, the verb has three categories, namely :

الْفِعْلُ الْمَاضِي	: The perfect Verb
الْفِعْلُ الْمُضَارِعُ	: The Imperfect
فِعْلُ الْأَمْرِ	: The Imperative

- iii. The Past Tense, 'Perfect', which is regarded as the root from which the other two categories are derived and formulated, often consists of three radicals. Each of these three radicals is one syllable consisting of a consonant and a vowel. The verb كَتَبَ, for example, can be analysed into three radicals; namely :

كَ : Kā;      تَ : Tā;      and      بَ : Bā

The vowel of the first and third radicals of the Past Tense is always the *fathah* vowel<sup>(1)</sup>; but the vowel of the middle radical may be also the *fathah* vowel, as in the given example; or a *Kasrah* in some verbs, as in سَمِعَ, 'heard', or the *dammah* in some rare cases, as in سَهَّلَ, 'became easy'.

So, when we encounter an unnotated trilateral word the three consonants of which bear the *fathah* vowel, we recognise that it is a verb in the Past Tense. The same applies if the middle consonant has the *kasrah* or the *dammah* vowel.

(1) The *fathah* vowel of the third consonant of the Past Tense is to be replaced by a *dammah* or a *sukūn* when the verb is suffixed by the plural pronoun *waw* or by a vowelless nominative pronoun respectively; as in كَتَبْنَا and كَتَبُوا

Let us illustrate this by the following examples

(a)

بَدَأَ :  
قَرَأَ :  
مَلَأَ :  
فَتَحَ :  
مَنَحَ :  
نَصَحَ :  
مَدَحَ :  
شَرَحَ :  
مَنَعَ :  
قَطَعَ :  
صَنَعَ :  
رَضَعَ :

(b)

نَصَرَ :  
نَظَرَ :  
سَكَنَ :  
قَعَدَ :  
خَرَجَ :  
نَفَرَ :  
كَتَبَ :  
شَكَرَ :

started.

read.

filled.

opened.

presented.

advised.

praised.

explained.

prevented.

cut.

made.

sucked.

supported.

looked.

dwelled.

sat.

went out.

broke loose.

wrote.

thanked.

# 146 - in

cooked.

طَبَخَ  
أَطْعَمَ

— 1 -I-II 1



: ate.

: delivered a speech. : bowed.

نَبَغَ  
نَبَغَ  
نَبَغَ  
نَبَغَ  
نَبَغَ

: wove.

: descended. : sat.

: beat.

: broke.

: stole.

صَوَّغَ  
صَوَّغَ  
صَوَّغَ  
صَوَّغَ  
صَوَّغَ

: ascended.

: mounted.

: became tired.

: became ill.

: understood.

: became cheerful.

حَسِبَ  
لَصِقَ

: thought. : stuck.

^ ✓ Cr\*"

became nice.

يَسَّ  
سَهَّلَ  
صَعَّبَ  
سَخَّ  
عَسَّ

became ugly.

: became easy.

: became difficult. : became pretty.

: became sweet.

^ > 1 9 '

iv. To formulate the Imperfect. I | , from the Past Tense :

1. —Prefix the Perfect verb with the letter Ya' bearing the fathah vowel.

2. —Apply a sukun to the initial consonant of the verb. Thus, the Perfect examples in (a) in

the previous paragraph , iii, become as follows :

Perfect : مَاضِي

Imperfect : مُضَارِع

بَدَأَ  
قَرَأَ  
مَلَأَ  
فَتَحَ  
مَنَحَ  
نَصَحَ  
مَدَحَ  
شَرَحَ  
مَنَعَ

يَبْدَأُ  
يَقْرَأُ  
يَمْلَأُ  
يَفْتَحُ  
يَمْنَحُ  
يَنْصَحُ  
يَمْدَحُ  
يُشْرِحُ  
يَمْنَعُ

148 — UA

Perfect :

طَع  
ع

c

صَدَّ

Imperfect :

&

IvX\*

Cr

$\frac{1}{2} \log 2$



# Cr

c ✓

The prefix Ya' applies when the subject doer of the verb is the Third Person. The Ta applies, instead of the Ya' when the subject is the Second Person. But when the subject is the First Person

Singular, the prefix letter is the Hamzah\ and if it is the First Person Plural, the prefix is the (1) Nun.

Thus the above twelve verbs would read :

Table captionFor First person Singular :

~~ف~~ف.f  
C~\*''  
فj> فN \_  
~~ف~~ف?Q?ف  
~~ف~~فN \_  
For First Person  
ف<Q's'  
I j< jU ~  
~~ف~~فS' S'  
ف^~

For Second Person :

~~ف~~ف  
فH: ^ \_  
~~ف~~فS' s'  
فP~

149 - m

Table caption(1) Cf. Table XVI, P. 111.

Perfect : ماضى

Imperfect : مضارع

قَطَعَ  
صَنَعَ  
رَضَعَ

يَقْطَعُ  
يَصْنَعُ  
يَرْضَعُ

The prefix *Ya'* applies when the subject doer of the verb is the Third Person. The *Ta'* applies, instead of the *Ya'* when the subject is the Second Person. But when the subject is the First Person Singular, the prefix letter is the *Hamzah*; and if it is the First Person Plural, the prefix is the (1) *Nūn*.

Thus the above twelve verbs would read :

For First person Singular :

أَبْدَأُ - أَقْرَأُ - أَمَلَأُ - أَفْتَحُ - أَمْنَحُ - أَنْصَحُ  
أَمْدَحُ - أَشْرَحُ - أَمْنَعُ - أَقْطَعُ - أَصْنَعُ - أَرْضَعُ

For First Person Plural :

نَبْدَأُ - نَقْرَأُ - نَمْلَأُ - نَفْتَحُ - نَمْنَحُ - نَنْصَحُ  
نَمْدَحُ - نَشْرَحُ - نَمْنَعُ - نَقْطَعُ - نَصْنَعُ - نَرْضَعُ

For Second Person :

تَبْدَأُ - تَقْرَأُ - تَمْلَأُ - تَفْتَحُ - تَمْنَحُ - تَنْصَحُ  
تَمْدَحُ - تَشْرَحُ - تَمْنَعُ - تَقْطَعُ - تَصْنَعُ - تَرْضَعُ

(1) Cf. Table XVI, P. 111.

## v. The Imperative.

, is formulated as followes :

فَعْلُ الْأَمْرِ

(<j) Remove the Imperfect prefix.

(6) Replace the removed prefix with an AJif prefix having a Kasrah vowel, (c) Apply a Sukun to the last consonant of the Imperfect.

Thus, the Imperative of the above twelve verbs are :

بَدَأَ بِدَأْ

قَرَأَ قَرَأْ

1

بَدَأَ بِدَأْ

C"\*

## EXERCISES

1. —Define the following terms

• f

>?. \*.• .If

3 \*# ' - 'S4'

♦ OX

2.—Read aloud, repeatedly, the following :

بَدَأَ	يَبْدَأُ	بَدَأْ
قَرَأَ	يَقْرَأُ	قَرَأْ
مَلَأَ	يَمْلَأُ	مَلَأْ
فَتَحَ	يَفْتَحُ	فَتَحْ
مَنَعَ	يَمْنَعُ	مَنَعْ
نَصَحَ	يَنْصَحُ	نَصَحْ
مَدَحَ	يَمْدَحُ	مَدَحْ
شَرَحَ	يُشْرِحُ	شَرَحْ
مَنَعَ	يَمْنَعُ	مَنَعْ

90 ✓\* \* S

Ar V

' S ^

S0 1 \*

Grw9t, ^—\*««aji

8 'v> ^

C "→, ..' £^

3.— (a) Read aloud the following sentences, (^noting their meaning with the help of the footnote

1/69# 05/• / /

V £waJ —

fjuJi e~

^jaJI ili.'ill

£■S' ^ft ^\\^t \\ ^ ^1 \*

k-JUaJi ^ J-

£,Q tf^0 S s s

Jl»JU\_Jjll

(6) Translate the sentences into English.

8foji O'

0eX Convert each verb into I and then

. m

2Hdriick i c ^jjuii

c®-'

5jllksmith

&\*

86nifented.

&

/ 86plained.

•

86ack off.

njda^J 1

s'

£pisked.

£~\*

£ghyrtien.

◆

0cup/e

e- “

3.Fildr.

☆

☆ ^

⌘ C«P

قَطَعَ	يَقْطَعُ	اِقْطَعْ
صَنَعَ	يُصْنَعُ	اِصْنَعْ
رَضَعَ	يَرْضَعُ	ارْضَعْ

3. —(a) Read aloud the following sentences, (1) noting their meaning with the help of the footnote :

فَتَحَ عُمَرُ الْبَابَ	-	نَصَحَ الْمُعَلِّمُ التَّلَامِيذَ
صَنَعَ الْحَدَّادُ السَّكِّينَ	-	مَسَحَ الْخَادِمُ الزُّجَاجَ
شَرَحَ الْأُسْتَاذُ الدَّرْسَ	-	خَلَعَ الرَّجُلُ الْمِعْطَفَ
مَدَحَ الطَّالِبُ الْمُدْرِسَ	-	مَنَعَ الْحَرَسُ اللَّصَّ
قَطَعَ الْوَلَدُ الْحَبْلَ	-	مَلَأَ السَّاقِي الْكُوبَ

(b) Translate the sentences into English.

(c) Convert each verb into الْمَضَارِع and then الْأَمْر .

1—	نَصَحَ : advised.	الْمُدْرِسُ ، الْأُسْتَاذُ ، الْمُعَلِّمُ	: teacher.
	صَنَعَ : made.	الْحَدَّادُ	: blacksmith.
	السَّكِّينَ : knife.	مَنَعَ	: prevented.
	الْخَادِمُ : servant.	شَرَحَ	: explained.
	خَلَعَ : took off.	الْمِعْطَفَ	: coat.
	مَسَحَ : rubbed.	مَدَحَ	: praised.
	الْحَرَسُ : guardsmen.	اللَّصَّ	: the thief.
	قَطَعَ : cut.	حَبْلٌ	: rope.
	مَلَأَ : filled.	السَّاقِي	: butler.
	كُوبٌ : cup.		

## **LESSON 19**

### **PATTERNS OF THE VERBS TABLE XXIV**

# A—BASIC PATTERNS

My pet dog of the verb

To write.

On head.

By hand g =

/ • < A.

To drink.

tf > i \* \* ^ ^ S? S

u ^ 11 V \* " \* Vr 5, a |

On count.

To increase.

ui ' \* — • ' j ' i '

To roll.

s # i J \$ i ' £ > S j I

# LESSON 19

## PATTERNS OF THE VERBS

TABLE XXIV

### A—BASIC PATTERNS

Meaning of the verb	Imperfect	Past Tense
To write.	يَكْتُبُ إِبرَاهِيمُ الدَّرْسَ	كَتَبَ إِبرَاهِيمُ الدَّرْسَ
To read.	يَقْرَأُ إِسْمَاعِيلُ الْكِتَابَ	قَرَأَ إِسْمَاعِيلُ الْكِتَابَ
To beat.	يَضْرِبُ مُوسَى الْبَحْرَ بِالْعَصَا	ضَرَبَ مُوسَى الْبَحْرَ بِالْعَصَا
To drink.	يَشْرَبُ يَعْقُوبُ اللَّبَنَ	شَرِبَ يَعْقُوبُ اللَّبَنَ
To count.	يَحْسِبُ عِيسَى الْمَالَ	حَسِبَ عِيسَى الْمَالَ
To increase.	يَكْثُرُ أَيُّوبُ أَدْبًا	كَثُرَ أَيُّوبُ أَدْبًا
To roll.	يُخْرِجُ الْوَلَدُ الْكُرَّةَ	دَخَرَ الْوَلَدُ الْكُرَّةَ

Un-increased  
Trilateral

Un-increased  
Quadrilateral

## B—DERIVED (INCREASED) PATTERNS

Meaning of the verb  
To explain.



To respond.  
 To fight (each other).  
 To get broken.  
 To commit suicide.  
 To get green.  
 To be relieved,  
 To feel relaxed.  
 To be rolled.  
 To feel relaxed.

## 154 - \oi

### Increased Triliteral

#### B—DERIVED (INCREASED) PATTERNS

Meaning of the verb
Imperfect
Past tense
To be rolled.
To feel relaxed.

Notes :

i, Arabic verbs are moulded in specific well-defined patterns. In this lesson, we shall study these patterns, as this helps us in identifying the verbs in the sentence.

Table XXIV in the preceding pages gives examples of the various verbal patterns. Part A of the Table gives examples for what we call the Basic Patterns; that is, the patterns in which

the verb consists of radicals none of which is dispensable. This type of verbs is called : \$

i.e., the verb which is divested of any increased letter. It is opposed to another pattern called :

الكثرة :

i.e., the Increased verb by adding one, two or three from amongst the Letters of

Increase, to the original indispensable radicals of which the verb consists. The Letters of Increase

are :

The Hamzah, the Ta, the Sin, the Lam, the Mim, the Nun the Ha/ and the three long vowels.

ii. The Divested verb is either Triliteral or Quadriliteral. The Triliteral consists of three radicals, or rather three syllables each made up of a consonant and its vowel. This is the minimum of which a verb may consist; and the majority of the Arabic verbs are of this triliteral type. The Divested Quadriliteral, on the other hand, consists of four radicals; and it is relatively rare.

iii. The first part of the Table above gives the following examples of the triliteral verb in the Past

Tense :

## 1\_r — 9 'tO - \*

The Table gives the Imperfect of these examples as follows :

\* fV - \* V \*

> • X

• / \*

and ^ jar\*

and

## 155 - loo

iv. If we examine the vowels of the six top verbs given as examples of the triliteral past Tense, we easily observe :

(a) That they all have the fathah vowel in the first and third syllables.

0 b ) That the middle syllable of the first three verbs has also the fathah vowel, whereas that of the next two has the Kasrah and that of the last verb has the dammah vowel.

We may therefore conclude that the triliteral perfect verb has three patterns according to the vowel of its middle syllable. In one, which seems to be the most frequent, it is the fathah ; in another, which is the next frequent one it has a Kasrah and third which is rare has a dammah. The Arab writers on grammar prefer to express these patterns by representing the consonant of the first radical with Fa, the consonant of the middle syllable with \*Ayn and the final consonant with the letter Lam. Then each of these three consonants is given the vowel of its equivalent in the measured word.

FA - 'A - LA; J; and . ...iL are said to be of the pattern FA - 4 - LA ;

Thus the verbs : \* and ^ ^ \_ p are said to be of the pattern

\_ — j ' •"

\*

and the verb is said to be of the pattern FA - \*U - LA. In other words, the

^ / / Z ^Z

triliteral Past Tense has three patterns, namely : and > \*

156 - loT

Other Examples :

أمر Imperative	مضارع Imperfect	ماضي Perfect
ابْلَغْ اْمْدَحْ انْصَحْ	يَبْلَغُ يَمْدَحُ يَنْصَحُ	بَلَغَ مَدَحَ نَصَحَ
اُنْصِرْ اُنْظُرْ اُسْكُنْ اُقْعِدْ	يَنْصِرُ يَنْظُرُ يَسْكُنُ يَقْعِدُ	نَصَرَ نَظَرَ سَكَنَ قَعَدَ
اَنْزِلْ اَجْلِسْ اَضْرِبْ اَكْسِرْ	يَنْزِلُ يَجْلِسُ يَضْرِبُ يَكْسِرُ	نَزَلَ جَلَسَ ضَرَبَ كَسَرَ
اَضْعِدْ اِرْكَبْ اِفْهَمْ اِفْرَحْ	يَضْعِدُ يَرْكَبُ يَفْهَمُ يَفْرَحُ	صَعِدَ رَكَبَ فَهِمَ فَرِحَ
اَحْسِبْ اَلِصِقْ	يَحْسِبُ يَلِصِقُ	حَسِبَ لَصِقَ

t \* O \*\*

\*

i

J } o s

U\* > WiJ « «

3£

فَبِشَح

صَعْبَ

فَعَلَ

فَعِلَ

فَعُلَ

157 - 1\*V

Other Examples :

	أمر Imperative	مضارع Imperfect	ماضي Perfect	
	ابْلَغْ امْدَحْ انْصَحْ	يَبْلَغُ يَمْدَحُ يَنْصَحُ	بَلَغَ مَدَحَ نَصَحَ	
	انْصُرْ انْظُرْ اسْكُنْ اقْعُدْ	يَنْصُرُ يَنْظُرُ يَسْكُنُ يَقْعُدُ	نَصَرَ نَظَرَ سَكَنَ قَعَدَ	فَعَلَ
١٤	انْزِلْ اجْلِسْ اضْرِبْ اكْسِرْ	يَنْزِلُ يَجْلِسُ يَضْرِبُ يَكْسِرُ	نَزَلَ جَلَسَ ضَرَبَ كَسَرَ	
١٥	اصْعَدْ ارْكَبْ افْهَمْ افْرَحْ	يَصْعَدُ يَرْكَبُ يَفْهَمُ يَفْرَحُ	صَعَدَ رَكَبَ فَهِمَ فَرِحَ	
١٦	احْشِبْ الْصِيقُ	يَحْشِبُ يَلْصِقُ	حَشِبَ لَصِقَ	فَعَلَ
		يَحْسَنُ يَسْهَلُ يَقْبَحُ يَصْعَبُ	حَسَنَ سَهَلَ قَبَحَ صَعَبَ	فَعَلَ

v. The six Imperfect verbs appearing in the next column in the Table, which correspond to the six trilateral Perfect verbs we have just discussed are of similar patterns. Their vowels are identical except that of the middle consonant which is called 'Ayn of the verbs. The 'Ayn has a fathah in two of these verbs; a Kasrah in

another two of them, and a dammah in the other two. We may easily say that the Arabic Imperfect of triliteral verbs has also three patterns: namely:

\* X -\*V \*, -V . \*.

J—J— and

We may even add that the Imperative which follows the Imperfect patterns, has three corresponding patterns, namely :

® JL« \* C OO

- J-ol,

vi. If we relate these Imperfect and Imperative patterns of triliteral verbs to their corresponding perfect patterns\* we find that the Perfect y may become any of the three Imperfect and

X z' > O } O

Imperative petterns; the Perfect may become either or ; but

the Perfect may become only. This may be tabulated as follows :

**Table 1**

Imperfect jL^uJ 1

f VV

1 A

**P ■ V**

0 0

J— 2\*1

(1) When the first radical of the verb of this pattern is a hamzah like 1

Table captiony if it begins the sentence.

^ ^

(2) If the middle radical of this pattern is a hamzah, like , the Imperative in the beginning of the



o s

sentence becomes :

(3) When the verb of this pattern is jLta i.e. t its first radical is Waw or Ya\ it is to be removed from the

Imperfect and the Imperative. Example :

+ >

^ \*

• Up« Jp

^ 9

158 \_ 1oA

~~Imperfect~~ tell

Imperative \_« y 1

~~Imperfect~~ A

~~Imperfect~~ A :

~~Imperfect~~ 2 :

We have to bear in mind, however, that the pattern of any given verb has to be sought in a dictionary. It is not left to the choice of the speaker.

VI\*

While the Triliteral verb has this variety of patterns, the Divested Quadriliteral verb has one

> o s

pattern only. The Perfect example given in the Table is ^ • ‘ ts  
Imperfect is ^ ^ > - ^ j

and its Imperative is ^ . Thus, the pattern of the Quadriliteral Divested verb is :

JJ Eju and The Imperfect prefix Ya or whatever it may be, has the dammah vowel,

and the penultimate consonant has the Kasrah vowel. The Imperative is simply formed by the removal of the Imperfect prefix. The following are other examples :

**iLIIt**

✓ ♦ \* } # ✓ t

> . < \*

\* S'

. The second part of the Table gives examples of the measures of the Increased verbs; nine of the Increased Triliteral verbs and two of the Increased Quadriliteral verbs. The increased Trihteral

examples are :

A , 0 A\* < /, . A y A a y, 6 A / / ■ / Cl/' •

t 1 < , 31 aM c J&j[ i JjLij t i < • t

'j'. 'r'. J

159 - 1 \*

Past Tense *الْمَاضِي*

Imperfect *الْمُضَارِعُ*

Imperative *الْأَمْرُ*

فَعَلَ :	{	يَفْعُلُ	إِفْعُلْ
		يَفْعُلُ	إِفْعُلْ
فَعَّلَ :		يَفْعُلُ	أَفْعُلْ

We have to bear in mind, however, that the pattern of any given verb has to be sought in a dictionary. It is not left to the choice of the speaker.

- vi. While the Trilateral verb has this variety of patterns, the Divested Quadrilateral verb has one pattern only. The Perfect example given in the Table is *دَخَرَ*; its Imperfect is *يُدْخِرُ* and its Imperative is *دَخِرْ*. Thus, the pattern of the Quadrilateral Divested verb is : *فَعْلَلْ* : *يُفْعِلِلُ* and *فَعْلِلْ*. The Imperfect prefix *Ya* or whatever it may be, has the *dammah* vowel, and the penultimate consonant has the Kasrah vowel. The Imperative is simply formed by the removal of the Imperfect prefix. The following are other examples :

بَعَثَ ،	يُبْعِثُ ،	بَعْثْ
وَسَّوَسَ ،	يُوسِّسُ ،	وَسَّوَسْ
طَمَّنَ ،	يُطَمِّنُ ،	طَمِّنْ

- vii. The second part of the Table gives examples of the measures of the Increased verbs; nine of the Increased Trilateral verbs and two of the Increased Quadrilateral verbs. The increased Trilateral examples are :

فَسَّرَ ، كَاتَبَ ، أَكْرَمَ ، تَشَرَّبَ ، تَقَاتَلَ ، انْكَسَرَ ، اغْتَسَلَ ، اخْضَرَ ، اسْتَسْلَمَ .

These verbs measure with the following patterns :

J-»L \* cML \* j~ut« > u?»

“ u ^

These patterns are called : Forms, and are given a numerical order. The unincreased triliteral is regarded as Form I; is Form II, and so forth,

It is clear that these patterns are formed by adding one or two or three of the Letters of

Increase, to the triliteral root. By adding one radical we get Form II, III and IV; by adding two letters we get the next five Forms; and by adding three letters we get the Tenth Form.

The Table also gives examples of two increased Quadriliteral patterns. One pattern is increased by an initial Ta'; namely : . Its Imperfect is , and its

Imperative is

o xo ✓

Thus the full measure of this pattern is : \*n 9

: J-Uij C jXJy

The other verb is j \SS> \ \ its Imperfect is jilL' and the Imperative is

This pattern thus is

9 '

JM

& o

**JPl**

It is worthy to note that each of these Perfect Increased Quadriliteral patterns has only Imperfect pattern, which is formed as follows :

one

(a) Add the Imperfect prefix to the Perfect; namely, the Hamzah, the 7a,'the Nun or the YS:

This prefix should have Ihzfathah vowel except when the Perfect has four radicals in which case the dammah applies.

## 160 - n.

(f>) Remove the initial hamzah of the perfect if it exists.

(c) Apply a Kasrah to the penultimate consonant, unless the Perfect has an initial 7V or its 'Ayn and Lam are integrated. In the latter case, the Perfect vowels survive.

The Imperative of these patterns follows the imperfect. Just remove the imperfect prefix and replace it by a Hamzah if the following consonant has a Sukun. The vowel of this Hamzah is the Kasrah unless the perfect is four radicals. Otherwise fathah applies.

Examples :

~~Ṭ~~ṭalṭal

To talk to.

~~Ṭ~~ṭawṭaw

reward.

uir

~~Ṭ~~ṭawṭaw

to close, to lock.

&

~~Ṭ~~ṭawṭaw

to love.

u\*s.

~~Ṭ~~ṭawṭaw

to crystallise.

~~Ṭ~~ṭawṭaw

to expand.

" ^

To dispute with each other.

~~Ṭ~~ṭawṭaw

to be deceived.

E. ■ \* \* " ! •

~~Ṭ~~ṭawṭaw

to keep away (from).

/ • • ✓

to get white.

(j-sil  
 To be as good.  
 mT^iV f  
 To be a disciple.  
 a — JUj  
 To feel relaxed.  
 uuuu

.. . \_ O S

(U The Cj^S vowel on the penultimate consonant here is replaced by the £. 1 \* because of the in

tegration of the last two consonants.

162 - nr

Table captionAn important advantage of studying the patterns of the verbs is to be able to identify the verb and its Tense in the sentence.

Table captionThe following is a tabulated summary of these patterns for easy reference. Let us call it :

Table captionTABLE XXV

# MEASUREMENTS

j2\*^u

INCREASED TRILITERAL INCREASED TRILITERAL

0V's

ÿpl

B^r

0Qos

Xt^Ti

th^i

R^> \* . "

J\*^d

■&A

■Uj

Q1d

Q1f C\*!-'

Q%jI^

Q'.JjZuph

QEP

Qti t

QZj~\*•»

Q."«.X

ph

pH

I•s m -\*|◆•/\*

l " v J»

QUADRIL

QUADRIL1TERAL

QUADRILASED

QUADRILITERAL

Qúo

pi\*

163 - nr

An important advantage of studying the patterns of the verbs is to be able to identify the verb and its Tense in the sentence.

The following is a tabulated summary of these patterns for easy reference. Let us call it :

TABLE XXV

EXAMPLES			MEASUREMENTS			VERBS
امر	مضارع	ماضى	امر	مضارع	ماضى	
انْصُرْ	يَنْصُرُ	نَصَرَ	اَفْعُلْ	يَفْعُلُ		DIVESTED TRIILITERAL
امْدَحْ	يَمْدَحُ	مَدَحَ	اَفْعَلْ	يَفْعَلُ	فَعَلَ	
اَضْرِبْ	يَضْرِبُ	ضَرَبَ	اَفْعِلْ	يَفْعِلُ		
افْهَمْ	يَفْهَمُ	فَهِمَ	اَفْعَلْ	يَفْعَلُ	فَعِلَ	
اَحْسِبْ	يَحْسِبُ	حَسِبَ	اَفْعِلْ	يَفْعِلُ		
اَعْظُمْ	يَعْظُمُ	عَظُمَ	اَفْعَلْ	يَفْعَلُ	فَعَلَ	
فَكَّرْ	يُفَكِّرُ	فَكَّرَ	فَعَّلْ	يُفَعِّلُ	فَعَّلَ	INCREASED TRIILITERAL
قَارِنْ	يُقَارِنُ	قَارَنَ	فَاعِلْ	يُفَاعِلُ	فَاعَلَ	
اَقْدِمْ	يُقَدِّمُ	اَقْدَمَ	اَفْعِلْ	يَفْعِلُ	اَفْعَلَ	
تَقَدَّمْ	يَتَقَدَّمُ	تَقَدَّمَ	تَفْعَلْ	يَتَفَعَّلُ	تَفَعَّلَ	
تَرَاوَلْ	يَتَرَاوَلُ	تَرَاوَلَ	تَفَاعِلْ	يَتَفَاعَلُ	تَفَاعَلَ	
اِنْكَسِرْ	يَنْكَسِرُ	اِنْكَسَرَ	اِنْفَعِلْ	يَنْفَعِلُ	اِنْفَعَلَ	
اِنْتَصِرْ	يَنْتَصِرُ	اِنْتَصَرَ	اِفْتَعِلْ	يَفْتَعِلُ	اِفْتَعَلَ	
اِبْيَضْ	يَبْيِضُ	اِبْيَضَ	اَفْعَلْ	يَفْعَلُ	اَفْعَلَ	
اِسْتَقْدِمْ	يَسْتَقْدِمُ	اِسْتَقْدَمَ	اِسْتَفْعَلْ	يَسْتَفْعِلُ	اِسْتَفْعَلَ	
دَخِرْجْ	يُدْخِرْجُ	دَخِرْجَ	فَعْلِلْ	يُفَعْلِلُ	فَعْلَلَ	DIVESTED QUADRILITERAL
تَدْخِرْجْ	يَتَدْخِرْجُ	تَدْخِرْجَ	تَفَعْلِلْ	يَتَفَعْلِلُ	تَفَعْلَلَ	INCREASED QUADRILITERAL
اَقْشِعْ	يَقْشِعُ	اَقْشَعَ	اَفْعَلِلْ	يَفْعَلِلُ	اَفْعَلَلَ	

## EXERICSES

1. ~What are the patterns of the Divested Triiiteral verb :
2. —Give examples for the increased Triiiterai verb.





5JU\$-U\*.a J3 <uJs» aJU\$\* 0\*%ij

^

• p\*~^ ®i^\*3 ^4\*4

Table captionp

Q)Kedjg \f]

č■qos

B<s.\*QXl:

jA^i 4

Q)-BV

CJj 4

\* / \*\*

Gphesague.

Bgandent.

f <\*

Kelpayn.

filhesfore.

Q^Q/> 0 • / «

u

وَحَامِدٌ طَالِبٌ مُهَذَّبٌ يُعَامِلُ زُمَلَاءَهُ مُعَامَلَةً طَيِّبَةً وَيُقَدِّمُ لَهُمْ كُلَّ مُسَاعَدَةٍ  
لِذَلِكَ يُحِبُّهُ زُمَلَاؤُهُ وَيَتَوَدَّدُ كُلُّ مِنْهُمْ إِلَيْهِ .

(b) Get the الماضي and الأمر of the following verbs :

يَتَعَلَّمُ	،	يَرْغَبُ	،	يَحْرِصُ	،	يَسْمَعُ
يُشْرَحُ	،	يَفْهَمُ	،	يَسْأَلُ	،	يُعَامِلُ
يُقَدِّمُ	،	يُحِبُّ	،	يَتَوَدَّدُ (1)	،	

يُعَامِلُ :	treats.	زُمَلَاءُ :	pl. of	زَمِيل :	colleague.
مُعَامَلَةٌ :	treatment.	طَيِّبَةٌ :	good.	يُقَدِّمُ :	extends.
لَهُمْ :	to them.	كُلُّ :	every	مُسَاعَدَةٌ :	help.
لِذَلِكَ :	therefore.	يُحِبُّ :	loves.	يَتَوَدَّدُ :	flatters.

That is. Gerund or Verbal Noun,

PAST TENSE, "PERFECT"		IMPERFECT	ACTIVE PARTICIPLE	PASSIVE PARTICIPLE	INFINITIVE
قَطَعَ الْوَلَدُ الْوَرْدَ	The boy cut the rope.	يَقْطَعُ	قَاتِعٌ "outer"	مَقْطُوعٌ "is cut"	قَطْعًا "cutting"
قَطَعَ الْوَلَدُ الْوَرْدَ	The boy cut the papers.	يَقْطَعُ	مَقْطَعٌ	مَقْطَعٌ	تَقْطِيعًا
قَاطَعَ الْوَلَدُ صَدِيقَهُ	The boy boycotted his friend.	يَقَاطَعُ	مَقَاطِعٌ	مَقَاطِعٌ	قَطَاعًا، مَقَاطَعَةً
أَقْطَعَ الرَّجُلُ بَيْتَهُ مِنْزِلًا	The man assigned a house to his son	يُقْطَعُ	مُقَاطِعٌ	مُقَاطِعٌ	أَقْطَاعًا
تَقَطَّعَ الثَّوبُ	The garment has become ragged.	يَتَقَطَّعُ	مُقَطَّعٌ	مُقَطَّعٌ	تَقْطِيعًا
تَقَاطَعَ الصَّدِيقَانِ	The two friends severed the bonds.	يَتَقَاطَعُ	مُقَاطِعٌ	مُقَاطِعٌ	اِقْطَاعًا
انْقَطَعَ الرُّودُ	Friendship has been broken.	يَنْقَطِعُ	مُنْقَطِعٌ	مُنْقَطِعٌ	اِقْطَاعًا
اَقْطَعَ الرَّجُلُ جُزْأً مِنْ مَالِهِ	The man deducted a piece of his wealth	يَقْطَعُ	مَقْطَعٌ	مَقْطَعٌ	اِقْطَاعًا
اخْضَرَّ الشَّجَرُ	The trees have become green.	يَخْضَرُ	مُخْضِرٌ	مُخْضِرٌ	اِخْضِرَارًا
اسْتَقْطَعْتُ الرَّجُلَ جُزْأً مِنْ مَالِهِ	I asked the man a piece of his wealth.	يَسْتَقْطَعُ	مُسْتَقْطَعٌ	مُسْتَقْطَعٌ	اِسْتِقْطَاعًا
دَخَرَجَ الْوَلَدُ الْكُرَةَ	The boy rolled the ball.	يُدْخَرَجُ	مُدْخَرَجٌ	مُدْخَرَجٌ	دَخْرَجَةً
تَلَدَخَرَجَ الْكُرَةُ	The ball rolled.	تَلَدَخَرَجُ	مَلْدَخَرَجٌ	مَلْدَخَرَجٌ	تَلَدَخْرَجًا

\* That is, Gerund or Verbal Noun.

167 - nv

## LESSON 20

KIN-DERIVATIVES OF THE VERB "ACTIVE AND PASSIVE PARTICIPLES, INFINITIVE",

COMPARATIVE AND SUPERLATIVE" Table XXVI



**ACTIVE  
PARTICIPLE**

अस्य  
सिद्धिः

**PASSIVE  
PARTICIPLE**

**INFINITIVE**

استفطاعاً

Notes :

i. We have assumed that the Past Tense, “Perfect”, is the root from which the Imperfect and the Imperative verbs are derived. Actually, the root of these verbs, including the Past Tense, is radicals which convey a notion of an action and from which these verbal patterns are moulded. The action of writing, for example, is denoted by patterns formed from the radicals : K, T and B; that of sitting has the root radicals : J, L and S; and that of standing has : W, Q and F; and so forth .

ii. From this “raw material”, so to speak, -patterns are moulded that indicate the action and its time in relation to the time of speaking. These patterns convey the categories of verbs which we have just learned.

iii. Apart from the verbal patterns which convey the time of the action, there are other derivatives which convey the agent of the action, the sufferer of the action or the action only, pure and simple.



(a) The patterns which denote the agent or doer of an action is The Active Participle,

إِسْمُ الْفَاعِلِ

( b ) The patterns which convey the sufferer of an action is The Passive Participle,

إِسْمُ الْمَعْنُوعِ

(c) The patterns which indicate the action alone is The Infinitive,

# 168 - HA

id) One more kin-derivative is the Comparative and Superlative patterns,

Table XXVI above gives the patterns of the Infinitive, the Active Participle and the Passive Participle of the Triliteral verb:  $\hat{U}S$  , and of its increased forms. It also gives the patterns of these derivatives from which is of Form lx, and from the Quadriliteral

, and from  $\hat{\phantom{U}}$  , the last being an increased Quadriliteral verb.

From the examples in Table XXVI, we may compile the following. Table XXVII, which gives the Forms of the verb, the measures of the Infinitive, the Active Participle and the Passive Participle and which may be used as a guide for the patterns of these derivatives :

# TABLE XXVI FORMS OF THE VERB

ACHTENHECH  
PARTICIPLE

3>0é  
JfJajJjJ >  
LTîi  
807121|  
(M  
JpU hjUi  
X\*  
JV90%  
JISih  
N\* ^3 ^ ^ 4  
SpH6yi  
JpUa.  
V"0j1  
III-iJl  
/■  
J\*1919%✓  
Jl\*β1  
s ✓  
W7.0  
Wk\_Aij IX  
/ X  
Xfilc® •\*  
U■/X'i✓  
^LJio  
fîLîr vww  
ijlj

170 - W

TABLE XXVI  
FORMS OF THE VERB

FORMS	
IMPERFECT	
INFINITIVE	
ACTIVE PARTICIPLE	
PASSIVE PARTICIPLE	
	فَعِلٌ I
يُفَعِّلُ	
فَعِّلُ	
فَاعِلٌ	
مَفْعُولٌ	
	فَعِّلَ II
	فَاعَلَ III
	أَفْعَلَ IV
يُفَعِّلُ	
يُفَاعِلُ	
يُفَعِّلُ	

تَفْعِيلُ

فَعَالٌ مُفَاعَلَةٌ

أَفْعَالٌ

تَفْعُلُ

تَفَاعُلُ

إِنْفِعَالٌ

أَفْيَعَالٌ

أَفْعِلَالٌ

إِسْتِفْعَالٌ

مُفَعَّلٌ

مُفَاعَلٌ

مُفْعِلٌ

مُفَعَّلٌ

مُفَاعَلٌ

مُفَعَّلٌ

x إِسْتَفْعَلُ

يَسْتَفْعِلُ

مُسْتَفْعِلٌ

مُسْتَفْعِلٌ

فَعَّلَلَ

تَفَعَّلَلَ

يُفَعِّلِلُ

يَتَفَعَّلَلُ

فَعَّلَلَةٌ

تَفَعَّلَلٌ

مُفَعَّلَلٌ

مُتَفَعَّلَلٌ

مُتَّعِلٌ  
مُتَّفَاعِلٌ  
مُتَّفَعِلٌ  
مُتَّعِلٌ  
مُتَّفَعِلٌ

v. We can easily relate the patterns of the Active and Passive Participles from roots of more than three radicals to the form of the Imperfect. Just do the following :

(a) Replace the Imperfect prefix by a Mim with a dammah vowel, "Mm".

(b) Apply a Kasrah to the penultimate consonant of the Imperfect to form the Active Participle, and a fathah to form the pattern of the Passive Participle. So, the Participles of / "\*/•

for example, are :

and

vi. We also see a close relationship between the infinitive patterns with those of the Past Tense with a hamzah; namely stf&u 'j&l c and JThe infinitive

of these verbal patterns is the same as the pattern of the Past Tense adding only a long vowel

Alif before the last consonant and applying a Kasrah to the third radical in the last four patterns.

So the infinitive of 3^ ' ^ ' " 4

1 is : • 4 JI^it 4 jSUii. » and ■ That of Ifo\*

, like yjtf , ^ j&i • The infinitive initial hamzah is to have the kasrah also, although it has a fathah in the verb.

vii. The Arabic Comparative has one pattern, namely : 1 • I\* \* s

derived from the Triliteral Intransitive verb only; and is to be followed by the preposition which here means

“than”\ Examples :

**Comparative in a Sentence**

s#y: ^, y

JA s\*\* 1 ^

y \* c

JA j\*03\

d\6 vr ? \*

J\* u\* ^

Meaning

41 ICUiOU ItJ kJilUi LVI VUmlft \* WUHmili

. f The two boys are taller than their father.

8Eid\*” 1 \*

y\*

0 ^ ° f 4 l

. 0?

M sun

#Ji 4^

than mine.

better than wealth.

\* s . a

(6) The two nouns, \*-«! ■, “good”, as in -i. iiJLvsti I \* “charity is good”; and

i ^ iS/- t ,

^, “bad”, as in jS^JUJ I “Aggression is evil’, may be used as Comparative

in the sense of “better” and “worse” respectively. Examples :

J^J> j\* > V 1 ' = H " d work is better than laziness.

0\* r\* 1 • Opium is worse than wine.

(c) The Comparative of transitive verbs and of verbs from roots consisting of more than three radicals, consists of two parts :

(1) Note that the Arabic Comparative is always Masculine Singular.



# 172 - IVt

1. A regular Comparative that means, “more”, like

<9" f

or X\$\

\*jk\

, or “greater” like

أَعْظَمُ

2. The Infinitive of the verb in question, to follow the above Comparative in the Accusative case. Examples :

Verb

/‘JLx; :

Examples

Meaning

oi Csm

America is greater in progress than Russia.

نَابِلْيُونُ أَعْظَمُ تَفْكِيراً مِنْ هِتْلَرِ

الشَّبَابُ أَشَدُّ مُقَاوَمَةً مِنَ الْكِبَارِ

Napoleon is greater in thinking than Hitler.

Youth is greater in resisting illness than the old.

(d) The pattern of the Superlative is the same as that of the Comparative. It only needs to be prefixed by the definite article, or, to be annexed in a Construct Phrase to a Common noun or to a collective noun, to which the qualified noun belongs. Examples :

'All is the oldest.

'Ali'is the oldest of the boys.

Charity is the best act.

« .o to > 4

0 < > / . / nil iiJLJI

## EXERCISES

Table caption1.—Get the Infinitive, the Active Participle and the Passive Participle of the following verbs :

Ap en faughed

Castavghetred

Stefeatred

.

! ■ offered plain

flK\

a ■ relieved

\*

& R en oared

ijj creached

—Get the Past Tense and the Imperfect of the following :

Passive Participle

fo g b d l i n g

■ envied

Responsible

Stagnation

✓

as R u s t i c

4 A

us i n t e r a

: unknown

% ■ t i n g

: taking it easy unliked

174 \_ m

3,—Translate the following into English :(\*)

$p_2 \setminus j \in C, j \in I$

$> 10^{* \wedge}$

$-V$

jtoli • > « to £3i yi yi?J I

f > . " !f ,«"V? . \* ' !'

l\ y\*\ 21

9 I ^ 9 \* 0 -"

JU»JI ;\_i AiJ I

صَبْرٌ

- crime
- despair

صَبْرٌ

»\* \*

ص

- patience
- rancour

175 - Wo

## DIVISION 3 THE PARTICLES

- 1W

177

Note that when more than two words are joined by the Conjunction  
\* , the Conjunction is to be repeated.

M

CONJUNCTIONS	PREPOSITIONS	SENTENCES
فَ = then	فِي = in عَلَى = on	يَسْتَبِقُونَ حَامِدًا فِي الصَّبَاحِ الْبَاكِرِ مِنْذُ الصَّغَرِ . يَجْلِسُ عَلَى الْمَائِدَةِ فَيَتَنَاوَلُ طَعَامَ الْفُطُورِ . مُكْرِنًا مِنْ بَيْتِ وَجْهِ وَزَيْدٍ وَشَايٍ أَوْ قَهْقُورَةٍ . يَأْخُذُ الزَّيْدُ بِالسَّكِينِ وَيَقْلِبُ الشَّأْيَ بِالْيَدِ الْيَمَانِيَّةِ . يُجِبُّ حَامِدُ الْبَيْتِ لَا الْجَنِّينَ وَالنَّسَاءَ لَا الْقَهْوَةَ . ثُمَّ بَعْدَ الْفُطُورِ يَسْتَعِينُ حَامِدًا بِاللَّحَابِ وَيَضَعُ الْكُتُبَ فِي الْحَقِيئَةِ . الْمَسَافَةِ مِنْ الْبَيْتِ إِلَى الْمَدْرَسَةِ لَيْسَتْ قَصِيرَةً بَلْ طَوِيلَةً . لَكِنْ إِحْمَادٌ صَدِيقٌ يُرَافِقُهُ حَتَّى نَهَايَةِ الطَّرِيقِ ، يَتَحَدَّثَانِ فَيَسْمَعُهُ عَنِ الْمَلِكِ الْحَلِيبِ ، سَأَلَهُ الصَّدِيقُ مَرَّةً : هَلْ تَعْرِفُ شَيْئًا عَنِ الرَّؤُوسِ ؟ قَالَ نَعَمْ ، الرَّؤُوسُ مَعْدِنٌ كَالْإِصْبَةِ وَسَائِلُ كَالْمَسَاءِ . وَسَأَلَهُ : أَتَقْصِلُ الْمَدِينَةَ أَمْ الْقَرْيَةَ ؟ قَالَ : الْقَرْيَةَ .
وَ = and	مِنْ = of بِ = by, with	
لَا = not	لِ = for فِي = in	
ثُمَّ = and afterwards	مِنْ = from إِلَى = to	
بَلْ = but	حَتَّى = until	
لَكِنْ = however	عَنْ = away from عَنْ = about	
أَمْ = or	كَ = like	

LESSON 21 THE PARTICLE j\ TABLE XXVIII

Table captionos v

VOCABULARY

He distances gets up.  
»

He is moving,



i=Tholy.  
 0 J ««/? <  
 iAjEarly age.  
 y1  
 999 friend.  
 j= dining tables.  
 0 > )ji  
 =Vakes, eats.  
 = foayl  
 y- breakfast.  
 s4 y  
 OUlkju  
 > dōsints, occupies.  
 4 \_ Uiu  
 «\*  
 = bōgsdom.  
 = bread.  
 J-hdutyu ?  
 ÷ know.  
 =e anffing.  
 °J—^  
 J> takesūyJ  
 » kesfe.  
 ≠\*sūtal.  
 ba,1\*4,1 » ««  
 y

180 — U

«= silvon.  
 =\*likesd.  
 t / \*  
 t=.Oferou ?  
 -L—  
 ◆  
 J=gets ready.  
 K¹Lrefer.  
 ◆Jgūng.city.  
 = pillage.

A-bag

Notes :

I.—An analysis of the sentences given in Table XXV1H reveals the existence of certain particles, some of which are Prepositions and some are Conjunctions, These particles and their meaning are given in the columns on the left, When a particle recurs, it is not repeated in these two

columns unless it conveys a different meaning. These prepositions and conjunctions are :

CONJUNCTIONS

MEANING

PREPOSITIONS

MEANING

,

4 \*■

L

r

أَوْ

أَمْ

بَلْ

لَكِنْ

y

and

and then (without interval)

and then (with interval) or

or (after interrogative)

but

but

not

(>)

لِي

إِلَى

عَنْ (2)

£

\* >

J\_\* c JUw®

by, with to, for like

in (time or place) of, from, namely to

about, away from on

until

ever since

2—The function of the Preposition, in addition to its contribution to the meaning of the sentence, is that it causes the noun which is its object to be in the Genetive case. The Conjunction, on the other hand, causes the word which follows it to assume the grammatical case of the preceding word.

(1) The preposition ^ has usually the C vowel, except when it governs a personal pronoun

0 // jl y y yy

other than that of the First Person Singular. You say : 1\*J t J 4 dJU  
4 U W J \*»<

**, -djU •**

or jp governs the First Person Singular, the is duplicated, You say :

(2) When

cr;

182 - \AT

3 . —You will have gathered that whereas the Preposition governs nouns only, the Conjunctions

connect together either nouns or verbs.

4. —It is also to be noted that the Prepositions and Conjunctions which consist of one single letter

like : ˌ, 4 J t ij 4 ^ and d? join the word which they introduce and

S

S S OS

become an inseparable part of it. The word : ( J 4 I i “pen”, for example, governed by

the preposition ˌ, “with”, join together like this : “with the pen,”

A ; '

y, S ^ S y S O S ^

Similarly in : , “and then entered”; , “like the moon”, the Fa\ and the kaf)om the governed word.

9 S O S

5.—When the preposition  $\wedge$  governs a noun which is prefixed by the definite article, J |

like : aJ  $\wedge$  1 4

•A".

1 , the ) of J | is not written.

S y 9 #

The noun becomes as follows : jJ \*JJ < , . $\wedge$ .\*11  $\wedge$  11 t Moreover, the vowel

$\wedge$  J\*S LJ~s ✓ •• » /

s

of the Lam is aa we see \* n these  $\wedge$  ree worc \* s - But when the Liam governs a personal

✓ #/

Pronoun other than that of the First Person Singular, it takes the vowel. You say:

J li\_A

\*S s s

4 ] Ij\_ft

s s s \

dU l-j\_ft

$\wedge$   $\wedge$  I

bJ IJ1\_ft

6.—Apart from the Prepositions and Conjunctions, which are two categories of Particles, there are many other types of particles. The

importance of the Prepositions and the Conjunctions is that they affect the grammatical case of the word they introduce; the other Particles do not usually do so. Among these other types are :

183 - UT

(a) The Answer Particles; namely, *oui* . “yes , *non* » and *si* , the Affirmative answer of a negative question, like “S»” in French.

(b) The Interrogative Particles, namely, *est-ce que* and *ou* . These last two particles serve

the function of the English auxiliary verbs in Interrogative sentences and they come in the

beginning of the sentence.

beginning of the sentence.

7.—You will have by now a notion of what a particle is. A particle contributes to the meaning of the sentence but does not convey a concept on its own. In conveying whatever it means depends on the words around it, or rather on the context. It conveys nothing by itself. In contrast with this, the noun conveys a concept, being the name of a person or a thing or an idea or a description or condition of any of these. Also the verb conveys a concept, namely an action and its time.

8.—Thus we may conclude by stating that the word , *particle* (pi . which is the

✓

unit of the sentence, is three divisions. They are :

The noun,

A

The verb.

The Particle,

or

Table captiony~\)

The verb is a word which conveys a concept implicit of time.

The noun is a word which conveys a concept detached from time.

The particle is a word which does not convey a sense on its own.

184 \_ U(

## EXERCISES

(a) Read the following text, with' the help of the vocabulary list which follows.

(b) Translate it into English.

(c) And then point out the Prepositions and Conjunctions which occur in the text :

' . . . o + . . '4o x A v

y y . v ii o ^

^ y4?' Ji 4 4 ^

s'

y v . ^ ^ \_ y y s- \$ s o a ^ >

< 3 j t&a>-Li c «\_\*jW ,3 SL 5 -L ^\_jJL)

I x y y y 4 \* ^ \*\*

4 U5W>J\* L^i OLJLj ^ ^P

a^U- 0 ip JI\*1 j ^Jaa ^ikJl u ^4j y»j cTj ^Ui a\*-1 c o^l>-li Ajlyip^ <u3  
I jp juIp- £jli tUj

x y r w "

C>>J ouiLji ^ r,S ^ ^ 3#3ii y ju£ lijSii



/ x o ^ t > y y y > o 1 ^ ^ & y y y y f / ■ i

dlJU ^UJl idJLl Ali\$l > «Ji &%x& <1)1 JUU- aJ JULs 4 ^ > \ Sk\* l)I

' :.f.-I. a. - r a <

4 Ajwd 0 \ ^Ijl J A^U l\$Jl aJJlj ^ aJ^Ux^ 4 ii^P

✓ f ^11 i' "t\* y y y \*o y \*' \* u ' 'o , \* , / \*

p-kj <jr" ^ cr ^i> -jJi ^Lkxv-I !o>l>

^J! j 6 J^Jui i AJwai AjJp. JyUwJl ^JU SkiUJ!

" ^ ".si

. 4S\*k^J 4 ~Aa\ ^ 1 p

185 . Mr VOCABULARY

#a dayne\*

r.

¥p address.

rF in folded.

W2 this card, tripled.

^4pm] \

E\*ly Hg redt.

<Sj^

s

5\$ somered.

i= needs things.

\*≡ a liar.

k\_\*laS'

EJp ly indeed.

8\$ possession.

3 0.HJUJ

s

0-Sb me other than.

\$IIU

≡/ signed.

= "is permed.

is My object.

→ by force.

ℳ > J\*J

≠ students.

f Uii-I

v\ escaped.

s

S - intended decidedly.

rs

186 - 1At

= handing it over.

%Q police authorities

= someone.

≠ people.

E\* — \

= saw him.

≠ while (he).

c? he coveted eagerly.

= came.

= Give me.

6 - indeed.

01

j asked, inquired.

o J police station.

= safety.

■ i surrendered.

≠ officer.

i jib y >

J responsible.

\*^ told (a story).

< S\*\*

» a story.

A\*SL\*

s

r \ praised.

ur -'

4 j honesty.

= courage.

< With.

تَسْلِيْمَهَا	= handing it over.
الْبُولِيْس	= police authorities.
أَحَد	= someone.
النَّاس	= people.
رَأَاهُ	= saw him.
وَ (هُوَ)	= while (he).
طَمِعَ	= coveted eagerly.
أَقْبَلَ	= came.
أَعْطِنِي	= Give me.
إِنَّ	= indeed.
سَأَلَ	= asked, inquired.

دَارُ الْبُولِيْس	= police station.
سَلَام	= safety.
سَلَّمَ	= surrendered.
مَوْظِفٌ	= officer.
مَسْئُولٌ	= responsible.
قَصَّ	= told (a story).
قِصَّة	= a story.
أَثْنَى	= praised.
أَمَانَةٌ	= honesty.
شَجَاعَةٌ	= courage.
مَعَ	= with.

## PART II

### DECLENSION AND INDECLENSION

189 - \A\

A PRELIMINARY REMARK

“DEFINITION OF SOME RELEVANT TERMS”



# DECLINABLE AND INDECLINABLE “A Preliminary Note”

We are familiar with the word declension as a term which indicates the inflection of nouns or pronouns to show a change in meaning or in grammatical relationship to some other word or group

of words.

Inflection in verbs is not called declension, but ‘conjugation’ a term which indicates tense, person, mood or pattern.

Inflection in adjectives is called ‘comparison.’

\* \* \*

We shall borrow the term Declension and use it in a different but wider sense. We use it as a term denoting the idea of the dynamic condition of the end of the Arabic word. So, a Declinable word is a verb or a noun the end of which is dynamic, as it assumes different vowelings depending on its relationship to other words in the sentence. On the other hand, a word the end of which is static whatever its function in the sentence may be, is described as Indeclinable. It may be a noun, a verb or a particle.

The use of the terms declension and indeclension in this sense has nothing to do with the term conjugation which deals with the tense and the patterns of the verbs. And thus we have the following three distinct terms :

# 193 - W

## DECLINABLE AND INDECLINABLE

### "A Preliminary Note"

We are familiar with the word *declension* as a term which indicates the inflection of nouns or pronouns to show a change in meaning or in grammatical relationship to some other word or group of words.

Inflection in verbs is not called *declension*, but '*conjugation*', a term which indicates tense, person, mood or pattern.

Inflection in adjectives is called '*comparison*.'

\* \* \*

We shall borrow the term *Declension* and use it in a different but wider sense. We use it as a term denoting the idea of the dynamic condition of the end of the Arabic word. So, a Declinable word is a verb or a noun the end of which is dynamic, as it assumes different vowelings depending on its relationship to other words in the sentence. On the other hand, a word the end of which is static whatever its function in the sentence may be, is described as Indeclinable. It may be a noun, a verb or a particle.

The use of the terms *declension* and *indeclension* in this sense has nothing to do with the term *conjugation* which deals with the tense and the patterns of the verbs. And thus we have the following three distinct terms :



‘j\*

I

It denotes that the end of a verb or a noun changes according to the position of the word in the sentence.

A Declinable word is called : Being Indeclinable

S

Indeclension : ‘ j

\* \*\*

It denotes the idea that the end of the word assumes one eternal form. An Indeclinable word

«

is called :

Conjugation : < J 4 \_ , which denotes the verbal tense, pattern and mood.

✓

◆ \* \*

Conjugation applies to the verb and indicates the changes the verb suffers to indicate tense or person or to assume a mood or a pattern.

Declension applies to clear nouns, including adjectives, and the Imperfect verb, on certain conditions, as we shall see, On the other hand, the pronouns, all the particles, the Past Tense, the Imperative and the Imperfect suffixed by the Nun, as we shall learn, are indeclinable.

**194 - m**

# SECTION A

## DECLINABLE AND INDECLINABLE VERBS

195 - Wo

CHAPTER I

DECLENSION OF THE VERB

# LESSON 1

## THE DECLINABLE VERB AND ITS CASES

Examples •

أَمْلَهُ

The boy plays now

ovi Irpi Cjlc

Hamid will not play tomorrow Khalid did not play yesterday

fJLP -Ul»- ^w-b .\*J

/ ♦ • w

oJii- p

JVofer :

1. —The Imperfect, £

later, it is declinable only when it is free from the Nutt suffix.

> /L

2. —As we see from the three examples given above, the end of the verb sJtL is not

• «\*

static. It has the vowel dammah in the first example; the fathah in the middle one and the sukkin in the third example.

In other words, the declinable Imperfect has three cases which Arab grammarians classify as Raf, “Nominative”, Nasb, “Accusative”, and Jazm. The last has no English equivalent, although English writers,

call it “Jussive”. The latter authors also use the term “moods” instead

of the term ‘bases’, and substitute the terms Indicative and Subjunctive for the word Nominative

and Accusative. They apply the terms cases, Nominative and Accusative, solely to nouns.

^ I\*

jUJI

is the only declinable verb. As we shall learn

**199 - m**

## LESSON 1

### THE DECLINABLE VERB AND ITS CASES

Examples : **أَمِيلَةٌ**

The boy plays now

يَلْعَبُ الْوَلَدُ الْآنَ

Ḥāmid will not play tomorrow

لَنْ يَلْعَبَ حَامِدٌ غَدًا

Khālīd did not play yesterday

لَمْ يَلْعَبْ خَالِدٌ أَمْسَ

#### Notes :

1.—The Imperfect, **الْفِعْلُ الْمَضَارِعُ**, is the only declinable verb. As we shall learn later, it is declinable only when it is free from the *Nūn* suffix.

2.—As we see from the three examples given above, the end of the verb **يَلْعَبُ** is not static. It has the vowel *ḍammah* in the first example; the *fatḥah* in the middle one and the *sukūn* in the third example.

In other words, the declinable Imperfect has three cases which Arab grammarians classify as *Rafʿ*, "Nominative", *Naḥb*, "Accusative", and *Jazm*. The last has no English equivalent, although English writers, call it "Jussive". The latter authors also use the term "moods" instead of the term "cases", and substitute the terms Indicative and Subjunctive for the word Nominative and Accusative. They apply the terms cases, Nominative and Accusative, solely to nouns.

We prefer to use the term cases in treating the declinable words generally, nouns or verbs; and

the terms Nominative and Accusative in regard to both. This is because of two reasons. One is that the Arab writers use the same



terms in both cases. The other is that the use of the rejected terms is involved and confusing. The term mood includes the verbal division of Imperative. The term Indicative includes the Past Tense. The term Subjunctive indicates the style of, "if I were", etc... Moreover, the use of these conventional English terms is apparently on account of the meaning conveyed sometimes by the verb in these cases. But what determines the cases of the declinable verb is not its meaning but the absence or existence of tangible particles which may introduce the verb.

The Arabs use the equivalent of the term Nominative; namely Rap ,for the case in which the ending is the dammah vowel; and the equivalent of the term Accusative, namely Nash, for the case in which the ending is the fathah vowel. However, in the absence of a suitable term we shall accept the term Jussive for the case in which the ending is sukun.

We may now summarise as follows :

0

i. I il l is the only declinable verb, provided that it is not suffixed by the Nun.

ii. The declinable verb has three cases; namely : Rap ,Nasb and Jazm; or Nominative, Accusative and Jussive.

iii. The case of the declinable verb is determined by the absence or the presence of certain particles.

9 s'

When the verb is introduced by a particle of Nasb, like , it is in the case of Nasb. If

» ^

it is introduced by a particle of Jazm like it is in the case of Jazm. But when it is not

introduced by either category, it is in the case of Rap.

iv.—The case ending of Rap, is the dammah ; that of Nasb is the fathah and that of Jazm is the sukun.

**200 — T\*»**

# EXERCISES

1. —Which verb is declinable ?
2. —How many cases does the declinable verb have ? Give their Arabic terms.
3. —What is the sign, “the case ending”, of each of the cases of the declinable verb ?
4. —What is the factor which determines the case of the declinable verb ?
5. —Analyse grammatically the following sentences :

لَنْ يَنْجَحَ الْكَافِرَانُ  
لَمْ يَنْجَحْ لَيْسٌ

U

## EXERCISES

- 1.—Which verb is declinable ?
- 2.—How many cases does the declinable verb have ? Give their Arabic terms.
- 3.—What is the sign, “the case ending”, of each of the cases of the declinable verb ?
- 4.—What is the factor which determines the case of the declinable verb ?
- 5.—Analyse grammatically the following sentences :

يَنْجَحُ الْمُجْتَهِدُ  
لَنْ يَنْجَحَ الْكَسَلَانُ  
لَمْ يَنْجَحْ لَيْسٌ



**LESSON 2**  
**THE CASE OF RAF**

PERSON	SINGULAR		DUAL		PLURAL	
	FEM.	MASC.	FEM.	MASC.	FEM.	MASC.
FIRST PERSON	أَنَا الْغَيْبُ - أَنَا الْغَيْبُ		نَحْنُ الْغَيْبُ - نَحْنُ الْغَيْبُ		نَحْنُ الْغَيْبُ - نَحْنُ الْغَيْبُ	
SECOND PERSON	أَنْتَ الْغَيْبُ - أَنْتَ الْغَيْبِ		أَنْتُمَا الْغَيْبَانِ - أَنْتُمَا الْغَيْبَانِ		أَنْتُمْ الْغَيْبُونَ - أَنْتُمْ الْغَيْبُونَ	
THIRD PERSON	هُوَ الْغَيْبُ - هِيَ الْغَيْبُ		هُمَا الْغَيْبَانِ - هُمَا الْغَيْبَانِ		هُمْ الْغَيْبُونَ - هُنَّ الْغَيْبُونَ	

**FEM.**

**MASC.**

**FEM.**

**MASC.**



**SINGULAR**

.

DUAL

## PLURAL

Notes :

i. In the above table, the Imperfect verb, ^ Ji A' ' namely ^ 1, is not preceded

by any of the particles of Naso or Jazm which we shall learn in the next two lessons. The verb is therefore in the case of Raf

ii. The table above shows the verb in all its possible conjugated forms, together with its pronoun doer, tangible or assumed.

iii. These forms may be classified into three types :

(a) The verb without an attached pronoun doer, whether the doer is a concealed pronoun or a clear noun. This is like :

LSJ£ - LJUj cJ - Lit

L& - jjiiJiJi L& - Lib

**UJj**

SO o fl ® ^ 1\*0 I

■ | \_ cjJI

When the doer is of this type, the sign of Raf' is the simple dammah vowel at the end of the

(b) The verb to which a long-vowel pronoun doer is attached. The attached pronoun may

The Dual Alif, like :

C)L\*aJLj Ql "\*.J1 — 0\\_auL —  
< 1)1. I— » Jji

« • t «• y ♦

The Plural 1 Vow; like :

S A \_ > S-%0 S

' S \S k

204 - T\*(

And the Fem. Singular Yd,\* like :

•' \* > \*

UTS ?' \* 2

/

In all these cases, there is a Nun following the pronoun. The existence or rather the survival of this Nun is the sign of Raf.

These verbs, suffixed by a long vowel pronoun; namely, the Dual Alif, the Plural Waw and the Feminin Ya' are called 'The Five Verbs. Their patterns are referred to as :

— (1) j J U - ft J — 0

(c) The verb suffixed by the Fem. Plural pronoun Nun. like :

In this case the verb is not declinable. The last consonant is always with a sukun. So, this division is outside our present context.

\* 0

We can summarise the above as follows :

The sign endings of Raf ,or of the marfi? verb are :

1 . —The Hammah vowel, when the verb is not suffixed by a pronoun doe\*

\*

2. —The survival of the Nun in the case of the Five Verbs.

205 — T\*o

## EXERCISES

1.—When does the case of Rap apply to the verb ?

-What is the sign ending of Rap in the Five verbs ? and what is it in other verbs ? uive

examples.

Table caption3.—Identify the sign-ending of Rap in the following :

~~The children~~ love candy.

The (two) parents sympathise with their young ones.

~~You (two)~~ strive for success.

~~You~~ persist in the work.

^ 1

~~You~~ pluck the roses, and I smell them.

4 r/jj\ cji

206 - T.-V

## LESSON 3

~~THE~~CASE OF

## Examples

He never succeeded.

The lazy one never succeeds.

Therefore working hard; therefore you succeed.

c X&c\* CJl

In order to succeed.

uf

In order to succeed.

The lazy one was not to succeed

Work hard until you succeed.

(1) This <j| is called the verb following it is in the position of a masdar\

U e, a verbal noun. It is like the English “to\*” in “to be\*” “to go” “to do” etc.,.

(2) This introduces the Imperfect only. The sense of “never” is also served by the use of the word

after a negated verb. Examples

\*

Never be lazy, V • \*AK never failed, \j^ ^ £

(3) This | and its verb are like a result of a preceding statement.

(4) statement.

Q V / ' V

This J is called , i. e. Lam of cause, as its verb is a dip “cause\* 4 , for the preceding

(5) This J is called

the Lam of denial.

Do not be lazy; otherwise you fail.

Do not eat and read at the same time.

(1) '

otherwise :

( 2 ) ,, J

The evil ones never succeed.

The (two) noble ones never fail.

s s O X/ 0 O.S X

i a l, Y x \* V

لَا تَأْكُلْ وَتَقْرَأْ

} ^ O ^ O S S o j os

/jJ I

—■ “ 45 ■V s

ss o o s s o.

Notes

i. The declinable verb assumes the case of nasb when it is introduced by one of the following particles :

S5

\* >

ii. These particles may be referred to as ,\_, \* \ \ Ol jS I J i.e., the tools of nasb . The sixth

\*

> Ji 0 s



particle, ^ y has to follow a negative statement.

^s ^ s \* \* s

iii. The last three particles, namely : 4 2 ^J. \_ ir \ \ £\\$ and al \$ follow a negative

statement or a command.

iv. The sign-ending of Nasb are :

(a) The fathah vowel, when the verb is not suffixed by a pronoun doer, like :

كَي تَنْجَحَ - لَيَنْجَحَ

UiJ 0

jr

s Q % os

# oJ

(b) The omission of the Nun which follows the pronoun doer in the Five Verbs; like :

SOS ^ s

}s o

(1) This is known as £[i ; i. e., "The Fa' of cause."

(2) This is called : I > i. e., "The simultaneous

j

208 - T♦A

## EXERCISES

1. —When does the declinable verb assume the case of Nasb ?
2. —What are the tools of Nasb ? Give the meaning of each of these tools and explain the condition of its functioning, if any .
3. —What is the case-ending of Nasb ?
- 4 . —Identify the tool and the case-ending in the following examples :

Meaning

Examples

y } O'\* ^ ^ ^

The criminal ran away to escape from punishment.



# Sir u

‘Ali intends to travel tomorrow.

God was not to give support to the wrong-doers.

V y ^ 9 y ^ S y s

Eat not fish and drink milk simultaneously, (in the VJJI £&J>\  
JTL- V

same meal.)

J- i

£ s’ o Ji -//•

And do not divide; otherwise you fail. IjiwUi 1 y^jbJ

The thief hides so that the police does not \* » >®, ^ lit "

discover his place. 4jDv\* t—A «jsj jLS

## EXERCISES

- 1.—When does the declinable verb assume the case of *Naṣb* ?
- 2.—What are the tools of *Naṣb* ? Give the meaning of each of these tools and explain the condition of its functioning, if any.
- 3.—What is the case-ending of *Naṣb* ?
- 4.—Identify the tool and the case-ending in the following examples :

### Meaning

### Examples

- |  |  |
|--|--|
| <p>The criminal ran away to escape from punishment.</p>                | <p>هَرَبَ الْمُجْرِمُ لِيَتَخَلَّصَ مِنَ الْعِقَابِ</p>          |
| <p>'Ali intends to travel tomorrow.</p>                                | <p>عَلِيٌّ يَعْتَزِمُ أَنْ يُسَافِرَ غَدًا</p>                   |
| <p>God was not to give support to the wrong-doers.</p>                 | <p>مَا كَانَ اللَّهُ لِيَنْصُرَ الظَّالِمِينَ</p>                |
| <p>Eat not fish and drink milk simultaneously, (in the same meal.)</p> | <p>لَا تَأْكُلِ السَّمَكَ وَتَشْرَبَ اللَّبَنَ</p>               |
| <p>And do not divide; otherwise you fail.</p>                          | <p>وَلَا تَنَازَعُوا فَتَفْشَلُوا</p>                            |
| <p>The thief hides so that the police does not discover his place.</p> | <p>يَخْتَفِي اللَّصُّ كَيْلًا يَكْشِفَ الْبُولِيسُ مَكَانَهُ</p> |

## LESSON 4

### Meaning

#### THE JAZM OF THE DECLINABLE VERB

## Examples Tool

I did not go out of the house •/•?\*< ... (1), .

today. Clt ”\* ! r 1

the house yet. ^ J>JI JJ OJU U k. no. ye. : U

jJU C Do. You should \

Khalid : Go out.

Do not go out in cold weather !

.-' 7 ,

ZjU\ V

• \*• p. . W <

Do not : ^

If you go out in cold weather you • ^» x ,✓?, \*, «, « j>° " 0 , (5)«

Lome ill. I -f: 01

The two brothers did not appear. ^ I

Do not be lazy in doing the duty ! ^>-\"}\ XX V

O, Maryam, Do not travel alone ! XX-j <£ jCj N

0 < ^ > >

(1) The particle : reverses the tense of the verb; and the verb, which is still regarded as ^ j [

becomes a negative Past Tense.

\* ^

(2) The verb with \j conveys the sense of the negative Present Perfect Tense.

(3) This Lam with the vowel Kasrah converts the meaning of the Imperfect to the Imperative. It is therefore called :

0 to f S \*

y<sup>1</sup> l 1 ^ ^ ■ When the doer the Third Person, it conveys the meaning of the command; „let", like : ^ j

j fi s

; i. e., “Let Fu\*ad go out".

(4) This SJ indicates prohibition of the act conveyed by the verb it introduces. Therefore, it is called :

LJ | ; "The Prohibitive La/'

^ 0

(5) This is : \*J | ^ | ; i.e., “The Conditional In/' It governs two verbs : one in the conditional

clause, and the other in the main clause.

211 — m

Notes :

L The declinable verb takes the case of Jazm when it is preceded by a tool of Jazm .

ii. The particles or tools of Jazm are :

+ V \_ V\* o

V s

( U > > Ji ) 01 - ( C » UI ) M - ( /vi fV ) J \_ U \_

iii. As we see, the sign ending of Jazm is as follows :



(a) The sukun, i.e., absence of vowels, when the verb is not suffixed by a pronoun, like :

# 1 - i'M p

(b) The omission of Nun which follows the Pronoun Alif, Ka or Waw in the Five Verjjs\* like :

# - bU&p - Vfcp- 'j&.p - r&p

- t ® .

iv. While the first four tools govern one verb, the last one; namely, the Conditional Ini ^

governs two verbs and causes them to be in the case of Jazm . The first verb falls within the

a\* \* »

0 , | . 0

conditional clause, and is called : . The Second Verb is in the main clause

and is known as < \*J\ i.e.. The answer to the conditional clause. This is the

example :

&y o o

{If you work hard 'you' succeed) • T . i ^ : j|

The verb

» J ? jjJ

•. Ii i 0

m A J ^ ^3^

Both verbs are in the case of Jazm.

(I) We may thus sum up and say that the Nun of the Five Verbs survives in Raf<sup>α</sup> and disappears in Nasb and in

212 - TIT

# EXERCISES

1 . —What are the tools which cause the verb to be in the case of Jazm ? Give the meaning of each of these particles.

o

2 .—What is the difference between the work of the Conditional and that of the other particles of Jazm ?

3. —What are the sign-endings of Jazm ? Give examples.

4. —Identify the tool and the sign-ending of Jazm in the following examples :

“And do not fear and do not grieve”

“If you support God, God supports you”

“He said : Do not fear; I am with you(both.)” Our garden has not yet borne fruit

%

o i-e -'i »

1\*5 o aUl lj jyeuJ jl

X ^ \* \* \* S' S' S'

S A JJ o < 4 s'

Lo U w-l jStJu l\*J

• y / «\*

Let each one spend according to his ability.

The sky,(It) did not rain to-day.

Op- 1 j JT jAj

o'\* 0

iUJ -1 J&J JJ

t1

213 — nr

## **LESSON 5**

### **DECLENSION OF THE WEAK VERB : I**

A. When the Weak Verb is Free from a Pronoun Suffix.

The wise person seeks to do good.

Time runs fast.

The corrupt person invites (others) to erring. The insolent never seeks to do good.

The sick person cannot run.

The corrupt person never leads to good behaviour.

Jamal did not seek to do evil.

Do not run on the ice.

The corrupt man did not call for good deeds.

jSuji Ji

s ✓ \*

(jjj c P

- • - °.f \* 1 - \* " < J

kSyy-i o\*

^ y 0 \* ^ -'ft v l A . 9 y

y /

(I » ^x • y" \*

ijt ^ p

(P\* J^ 3 ^

^ o < • \*

Notes :

i. The Weak verb is a verb the last radical of which is a long vowel, which may be Alif, like ,

\* a s ° r o

‘endeavours to do or to reach’ Waw, like ‘calls, prays, or invites; y Yi? like

‘runs or flows.’ These three letters, namely, the Alif, the Waw and the Ya' serving as final long vowels, are weak letters, in comparison to Ordinary consonants.

Therefore, a verb with a final weak letter is called mu'tall, i.e., ‘sick’ or ‘weak.’

Note that this is an Alif, though it is written Ya', being fourth in the word.

ii. The verbs

and

in the first three sentences above are not

^ O S O /

s'

£ Q s'

preceded either by a Nash or Jazm tool; and are therefore in the case of Raf. Nevertheless, no dammah is applied to the Alif of or the ot or the W ^\* w of ^c-Ju

iii. It is obvious that the fathah and the dammah are inapplicable to the long vowel Alif.

On the other hand, applying the dammah to the long vowel Ya' or waw at the end of the verb, is absurd for an Arab.

iv. Therefore the dammah vowel, which is the sign-ending of the



case of raf' does not appear in any of the three cases. It is said that it is assumed to exist on each of the three long vowels.

v.

But in the case of Nash, the fathah vowel appears on the Waw and the Ya' . You say

, S P s O ® 'J

and but you say, .

fl \_ O s' s -r o y J

vi. In the case of the Jazm , however, the three weak letters are simply deleted.

The vowel preceding the omitted long vowel survives. So, you say; c  
and

O s' O t

vii. To summarise, we may say.

(a) The dammah vowel, which is the sign of Raf' is to be assumed on all the long vowels coming

at the end of the weak verb.

(b) The fathah vowel, the sign-ending of Nasb is to be assumed on the Alif, but it should appear on the Ya' and the Waw.

(c) In the case of Jazm, the long vowel ending the weak verb is to be deleted; but the vowel preceding it should remain.

**216 - m**

# EXERCISES

1. —What is the Weak Verb ? Give examples.
2. —What is the case-ending of the Weak Verb in the cases of Rqf, Nasb and Jazm ? Illustrate by examples.
3. —Identify the cases and the sign-endings of the declinable verbs in the following examples :

Meaning

Examples

The noble person does not accept humiliation. We seek safety from God.

Do not judge except with the truth.

I love walking on the beach.

“And do not call with God another god”.

“And do not walk on the land boastfully”.

Do not fear, (Fear not) except God.

The child throws his toy on the floor .

We shall not accept but victory. (We shall only accept victory.)

Read a lot so that your knowledge grows.

& > 'k ^

all I JA fry

£ ^

^ 'ill ^ 'll

✓

I dll £ y % .

«w-SJ ue% Jt \*6 \*

S © X x\*

iiyi ^ v

ue& J\* 2# Jk

✓ / /

ttLJp

This is • negative ^ , not 4^!\* 1 l

## **LESSON 6**

### **DECLENSION OF THE WEAK VERBS : n**

B. When the Weak Verb is suffixed by a Pronoun.

Meaning

Examples

You (two) endeavour in the way of goodness.

The (two) wise men endeavour in the way of goodness.

You endeavour in the way of goodness.

The wise men endeavour in the way of goodness.

You, (fem.) endeavour in the way of goodness.

£Ji j, olXi £J1\ 0 ) £S\ j, oSudf

o x A

ii\ jt i&tr

<°u . # .f

jnH' Cr^ > \*' jl

You (two) invite to the party. The two men invite to the party. You invite to the party.

The men invite to the party.

You (fem.) invite to the party.

You (two) throw the stone.

The two boys throw the stone. You (men) throw the stone. The boys throw the stone.

jl \$P-Lj b»l3l ( <—«> )

jij^i>-jJi

**jjplu**

X X

JuL> - ^U

X x L/ \*x X

X X

'jtZS\ bC-'ji dSf ( c ) jC.y. aiiSjir

^J| j 2 f

# Mjflr

1

You (fem.) throw the stone.

Nates :

i. We have so far examined the case-ending of the weak verbs when they are free from the attached pronouns. Here we examine the problem when the weak verb is suffixed by the Dual Alif, the plural Waw or the Fem. Singular Ya' in the pattern of the Five Verbs; and when the suffix pronoun is followed by a Nun, forming what is called. The Five Examples.

ii. As for the sign-ending of The Five Examples of the Weak Verb, the problem is simple. From the examples given above, which are all in the case of Raf\* as the verbs are not preceded by either the Nasb or Jazm tools, the sign-ending is the survival of the Nun. We may add that when these verbs are governed by a tool of Nasb or Jazm, the case-ending is the omission of the Nun.

iii. What matters here is the condition of the weak letters at the end of these verbs; i.e., whether the

weak letter should survive with the suffix pronoun or should disappear and exactly what should happen in each case.

iv. In group (I) above, the verb without the suffix was ^ ' ending with a long vowel Alif. When the verb is suffixed by the Dual pronoun Alif, the radical long vowel Alif is converted into Ya'. Thus the verb reads : dcz:

But when the suffix pronoun is the Waw or the Ya' the Alif is omitted though the fat'iah preceding it remains. You say.

aso ' o



• \*• «\* 1

tj- 2\*-“° Jr\*-”

v.

In group f° j) the verb is y-X. ending with the weak Waw. Like the Alif, the Waw survives with the Dual pronoun Alif but disappears with the Waw and Ya' pronouns. But the

220 \_ TT\*

damntah vowel preceding the Waw is replaced by the Kasrah before the Yd '. You say :

+ ' •" 'f

|4 4 L\*A 4 0> j&'Xj l\*Jtjl 4 C«J'

vi .In the last group, the Verb . \ ends with a Yo'.The fate of this Ya' is the same as that of the

LSx-'\*

Waw. It survives with the Dual pronoun Alif and is deleted when the verb is suffixed by the Waw or the Ya' pronoun. You say :

oLsy - oLajj U\* - Oy>jJ - Oyj^ Col

vii. It is relevant to add here that a fourth pronoun; namely, the Feminine Plural Nun, may attach to the Imperfect verb as its doer. In this case, the verb is indeclinable, but the weak letter is not deleted. It just remains as it is, if it is a Waw or a Ya'; but it is converted into Ya' if it is Alif. So you say :

tek oIjuJI \_ oU~JI

'i-JLuaJ

»U3l

viii. We may summarise as follows :

(a) The sign-endings of the Five Examples of the Weak Verb are the same as those of the regular Five Verbs; namely the survival of the Nun in Raf' and the deletion of the Nun in Nasb and Jazm.

(b) The weak letter itself, coming at the end of the Weak Verb, survives with the Dual pronoun Al\; hut the weak Alif is to be converted into Ya'.

(c) When the suffix is the Plural pronoun Waw or the Fem. Singular Ya,' the weak letter is

deleted, but the vowel fathah survives if the deleted weak letter is the Alif.

1- These verbs do not belong to the Five Examples,al though they look like them. Their weak letters are parts of the verbs, not pronouns.The Nun is not an added letter,but the pronoun doer.

**221 - ni**

dammah vowel preceding the *Wāw* is replaced by the *Kasrah* before the *Yā'*. You say :

أَنْتِ تَدْعِينَ ، أَنْتُمْ تَدْعُونَ ، هُمَا يَدْعَوَانِ ، أَنْتُمْ تَدْعُونَ ، هُمْ يَدْعُونَ

vi. In the last group, the Verb *يَرْمِي* ends with a *Yā'*. The fate of this *Yā'* is the same as that of the

*Wāw*. It survives with the Dual pronoun *Alif* and is deleted when the verb is suffixed by the

*Wāw* or the *Yā'* pronoun. You say :

أَنْتِ تَرْمِينَ - هُمْ يَرْمُونَ - أَنْتُمْ تَرْمُونَ - هُمَا يَرْمِيَانِ - أَنْتُمْ تَرْمِيَانِ

vii. It is relevant to add here that a fourth pronoun; namely, the Feminine Plural *Nūn*, may attach

to the Imperfect verb as its doer. In this case, the verb is indeclinable, but the weak letter is not deleted. It just remains as it is, if it is a *Wāw* or a *Yā'*; but it is converted into *Yā'* if it is

*Alif*. So you say :

الْبَنَاتُ يَسْعَيْنَ - الْبَنَاتُ يَدْعُونَ - الْبَنَاتُ يَرْمِينَ<sup>1</sup>

viii. We may summarise as follows :

(a) The sign-endings of the Five Examples of the Weak Verb are the same as those of the regular

Five Verbs; namely the survival of the *Nūn* in *Raf'* and the deletion of the *Nūn* in *Naṣb* and *Jazm*.

(b) The weak letter itself, coming at the end of the Weak Verb, survives with the Dual pronoun

*Alif*; but the weak *Alif* is to be converted into *Yā'*.

(c) When the suffix is the Plural pronoun *Wāw* or the *Fem.* Singular *Yā'*, the weak letter is

deleted, but the vowel *fathah* survives if the deleted weak letter is the *Alif*.

1- These verbs do not belong to the Five Examples, although they look like them. Their weak letters are parts of the verbs, not pronouns. The *Nūn* is not an added letter, but the pronoun doer.

## EXERCISES

1. —What are the types of the attached pronouns which may suffix the Imperfect Verb ? Give

examples.

2. —Explain whether the Imperfect Verb so attached is declinable or indeclinable; and its case

ending when it is declinable.

3. —What happens to the weak letter at the end of an Imperfect verb so attached ? Give examples.

4.—Suffix each of the following verbs with each of the four attached pronouns.

iS\*Ji

: accepts .

:

: rises .

: walks.

// /■✓ y ^ ^ ^

o ° 'y ' y 0 y \* o' y ^ ^ yOy y Of

t 3 frU-'yi c oji («—>)

Convert each of the above two statements to :

The Feminine Singular

The Masculine Dual

The Feminine Dual

The Masculine Plural

The Feminine Plural

## CHAPTER H

### INDECLINABILITY OF THE PAST TENSE

## CHAPTER II

### INDECLINABILITY OF THE PAST TENSE LESSON 7

#### THE PAST TENSE WITH A SOUND ENDING

##### Examples

'Air treated Muhammad well.

And Muhammad treated him well.

Your father treated you well.

And Muhammad treated us well.

U-4 1 wU ^AJ

Adiyfur brother treated me well.

And 'A'ishah treated you well.

The boy treated 'All well.

The (two) children treated 'All well.

He treated 'Afi well.

.. \*Ap Li^jJ ^

We praised 'Alf well.

His father treated 'Alf well.

He put the trust to its people.

## CHAPTER II INDECLINABILITY OF THE PAST TENSE

### LESSON 7 THE PAST TENSE WITH A SOUND ENDING

#### Meaning

#### Examples

1	(أ)	عَلِيٌّ أَكْرَمَ مُحَمَّدًا	'Alī treated Muhammad well.
2		وَمُحَمَّدٌ أَكْرَمَهُ	And Muhammad treated him well.
3		أَبُوكَ أَكْرَمَكَ	Your father treated you well.
4		وَمُحَمَّدٌ أَكْرَمَنَا	And Muhammad treated us well.
5		وَأَخُوكَ أَكْرَمَنِي	And your brother treated me well.
6		وَعَائِشَةُ أَكْرَمَتْكَ	And 'Ā'ishah treated you well.
7	(ب)	الْأَوْلَادُ أَكْرَمُوا عَلِيًّا	The boys treated 'Alī well.
8		الْوَلَدَانِ أَكْرَمَا عَلِيًّا	The (two) children treated 'Alī well.
9	(ج)	أَكْرَمْتُ عَلِيًّا	I treated 'Alī well.
10		أَكْرَمْنَا عَلِيًّا	We treated 'Alī well.
11		الْبَنَاتُ أَكْرَمْنَ عَلِيًّا	The girls treated 'Alī well.
12	(د)	رَدَدْتُ الْأَمَانَةَ إِلَى أَهْلِهَا	I returned the trust to its people.

I visited the town yesterday.

# » « a , a

ur 4 '

I slept a little in the after-noon\*

1 soiu me nouse eneapiy.

**Jji .II JZ 5LB cJw H**

- ✓

\* G t

\* ' \* ' I ft, • -ft

<Wa<sup>^</sup>-j jUJI CU\*j 13

Notes :

i. Examine carefully the first six examples in the table above. You will find that

I ® • t I .1 t A > • a \* < 4 a ■

&

which is c<sup>^</sup> U always has the vowel fathah ending whether it is independent as in

the first example; or suffixed by an Accusative pronoun as in the next five examples.

The suffix Accusative Pronoun, whether it indicates the First, the Second or the Third Persons, is regarded as alien to the verb although it is physically attached to the verb \\*). \*

ii. In the next two examples \yjf\ and &jZ\ the verb is also attached to its pronoun

doer, which is unvowelled and the pronoun calls for a vowel before it that suits it. The plural Pronoun Waw needs a dammah to precede it, and the Dual A lif requires the fathah. The latter, however, agrees with the basic vowel ending of the Perfect.

(f) The fact that the vowel-ending of the verb is not subject to



change can be further illustrated by such examples as the following :

\* At Ac p\* A A't \*\* ' "1\*\* \ ,

ejjl <u Jkj ob»l ^Jp ^ JT\ <jl

Here the verb ^ jf \ , in the conditional clause, is governed by , which is a tool of Jazm; but it stilt

retains its vowel-ending as if <j| is not there. The verb in the main clause, » being

responds to the function of and has the Sukun ending on the Mim f The only effect of on tho

first verb is that it reverses its tense to the future.

## 226 - rn

\*

namely the Ta' in . the U - we > in L\* ji\ . and the Fem \* plural

Nun in ' In these 03568 the verb has the indeclinable sukun ending 1 ).

iv. When the last consonant of a verb suffixed to a vowelised pronoun doer, is integrated with the

preceding consonant, the integration is to be cancelled in order that the last consonant can have £

sukun. The verb : ^ , for example, was originally : then the two Dais were

integrated and the first lost its vowel. If the integration is maintained with the suffix doer, it would not be possible to apply a sukun to the last consonant, as two sukuns cannot come

consecutively in one syllable. So, \$ j becomes ; j example No. 12 above.

v. If the verb which is suffixed by the vowelled pronoun doer is hollow, i.e., has a long vowel in the middle, like JL5 , said' and ^{J, .slept', the middle vowel must be removed. The

reason is that the last consonant has to have a sukun and the long vowel is regarded as a sukun and two sukuns cannot meet in one syllable. So it would be unacceptable to say :

\* o\*

The consonant preceding the

or . But we should say ^ U and

omitted vowel carries the dammah if the origin of the deleted Alif is Waw and the verb is not of

£ o . s s

the

pattern . This is like : Jlj, said' , fasted'; and

(1) The verb is more attached to its doer than it is to its Accusative; and when the doer is a suffix pronoun, the verb and the doer become like one word. Too many open syllables coming consecutively in one word are not very tolerable; and the sukun before the vowelled doer pronoun provides a closed syllable. But the verb and the Accusative propoun are regarded to be two separate words; and therefore the pronoun does not affect the vowel ending of the verb.

## 227 - nv

returned. The origin of the Alif here is said to have been fVaw, and the pattern of their verbs is

j < <

^ ^ \* j ^ s s ^ j ^

JjuCi J\*i The Imperfect of these verbs is c ^j^au and Z and the

. •\* 9 ✓

verbal nouns are : J ^ < , \* ana j ^ Therefore, the Past Tense suffixed to

~ s " \ j ■ - j- •

its pronoun doer takes the dammah on the consonant preceding the delted vowel. You

/ of

f

sa > ' : cJi 4 and OJLP. But if the verb is of the pattern

s' s' ^ Z' / /

like : 'feared' 'slept' and , thought; the preceding consonant

carries the kasrah. So you say

verbs

f 0

j and The Imperfect of these

is 4 and JI > sj, and their verbal nouns are 4

\* fiSS

and J The preceding consonant carries the Kasrah also if the origin of the deleted Alif is Ya\ So the verbs , sold , became-good' and j .doubted'

\* 9 S Q \* fio J ^

become  $t^{\wedge}j^*$  and  $/fj\mathcal{E} \setminus$ . The verbal nouns of these verbs are  $t^{\wedge}j^*$  and  $U$ .

;  $v i Cr^{\wedge} \bullet$

and

vi. The above may be summarised as follows :

$x 0^* \& 0'$

(a) The Arabic Past Tense,  $^{\wedge}Ul J^*i!l \bullet h$  always indeclinable, although the ending may vary when the verb is suffixed by its pronoun doer.

(b) When the verb is not suffixed by a pronoun doer, whether it is attached to an accusative

pronoun or not, it always has the vowel fathah ending, like :  $4 j^{\wedge}Jp$   $4 iJjl j$ .

(c) When the Past Tense is suffixed by the Third Person Masculine plural pronoun Waw, it

## 228 - HA

has to have the dammah ending. With The Third Dual Alif suffix, the verb continues to have the fathah ending. This is like  $Vjff^*$

(d) When the verb is suffixed by a vowelised pronoun doer, it has to have the sukun ending, like  $Ovf j^*? t C-wLlp atK^* > jj$ ,

(e) When the last consonant of a verb suffixed by a vowelised pronoun doer is integrated, the integration is to be cancelled. This is like :  $OiXJi an^{\wedge} Ojy$ ,

(f) If the verb so suffixed is hollow, i.e., having a middle long vowel Alif converted from an original Waw or Yd", the Alif is to be removed; and the vowel supposed to be that of the converted original letter applies to the preceding consonant.

has to have the *ḍammah* ending. With The Third Dual *Alif* suffix, the verb continues to have the fathah ending. This is like ضَرَبَا

(d) When the verb is suffixed by a vowelled pronoun doer, it has to have the *sukūn* ending, like ضَرَبْتُ , عَلِمْتُ and زُرْتُ.

(e) When the last consonant of a verb suffixed by a vowelled pronoun doer is integrated, the integration is to be cancelled. This is like : شَدَدْتُ and مَرَرْتُ.

(f) If the verb so suffixed is hollow, i.e., having a middle long vowel *Alif* converted from an original *Wāw* or *Yā*, the *Alif* is to be removed; and the vowel supposed to be that of the converted original letter applies to the preceding consonant.

## EXERCISES

1. —What is the basic indeclinable ending of the Past Tense ? Give examples.

2. —What is the ending of the Past Tense :

When is it suffixed by an unvowelled Nominative Pronoun, and  
When is it suffixed by a vowelled Pronoun ? Give examples.

3. —Suffix each of the following verbs to the Third Person  
Masculine and Feminine Plurals :

: Returned

a Split

\* Came

S Was

3 Walked

r Smelt

: Swam

230 - TY

## LESSON 8

### INDECLINABILITY OF THE PAST TENSE WITH A WEAK ENDING

Examples

~~Maḥmūd~~ escaped from the lion.

oi ^

Sulayman judged with justice, (justly.)

Khālid finished his work.

^ O' ^ ^

s

‘Sūḥayb’ agreed to the matter.

s s

~~Al-Jahāliyyūn~~ behaved magnanimously in fighting.

s

~~We~~ escaped from the lion.

•

~~We~~ judged (ruled) with justice.

JUL, UlsAS ♦ «

✓ ✓

We have finished our work.

We accepted the matter.

We behaved with manliness in fighting

The two boys escaped from the lion.

The two princes ruled with justice.

S S S

The two workers finished their work.

^ QSit OObUI

The two students accepted the matter.

S S S

The two soldiers behaved magnanimously in fighting.

✓ /

## LESSON 8

### INDECLINABILITY OF THE PAST TENSE WITH A WEAK ENDING

<i>Meaning</i>	<i>Examples</i>
Ibrahim escaped from the lion.	(أ) نَجَا إِبْرَاهِيمُ مِنَ الْأَسَدِ
Sulayman judged with justice, (justly.)	قَضَى سُلَيْمَانُ بِالْعَدْلِ
Khālīd finished his work.	انْتَهَى خَالِدٌ مِنْ عَمَلِهِ
'Uthmān agreed to the matter.	رَضِيَ عُثْمَانُ بِالْأَمْرِ
'Alī behaved magnanimously in fighting.	سَرَوْ عَلَى فِي الْقِتَالِ
We escaped from the lion.	(ب) نَجَوْنَا مِنَ الْأَسَدِ
We judged (ruled) with justice.	قَضَيْنَا بِالْعَدْلِ
We have finished our work.	انْتَهَيْنَا مِنْ عَمَلِنَا
We accepted the matter.	رَضِينَا بِالْأَمْرِ
We behaved with manliness in fighting	سَرَوْنَا فِي الْقِتَالِ
The two boys escaped from the lion.	(ج) الْوَلَدَانِ نَجَوْا مِنَ الْأَسَدِ
The two princes ruled with justice.	الْأَمِيرَانِ قَضَيَا بِالْعَدْلِ
The two workers finished their work.	الْعَامِلَانِ انْتَهَيَا مِنَ الْعَمَلِ
The two students accepted the matter.	الطَّالِبَانِ رَضَيَا بِالْأَمْرِ
The two soldiers behaved magnanimously in fighting.	الْجُنْدِيَانِ سَرَوْا فِي الْقِتَالِ

The children escaped from the lion. The men ruled with justice.

The workers finished their works.

People accepted the matter.



<\*)

as  $0 * s'''$

IJU-JI

$$a \ll C 0^{00} > f1 \checkmark$$

**JUJI**

\*£ o } a 4 S

$$/i\backslash, \_ \backslash jSj$$

✓ /

$$\cdot^0 f_1 \cdot i_0 X$$

Notes :

i. —The Verbs in the first five sentences, Nos, 1. 5, are Weak verbs.  
The last radical in the first

$$S + ' ' S'^* S S'$$

three: 4 AS and ^ r '.i is an Alif. The fourth : fjJ? j has a ToT'and

S'

the fifth, has a Waw.

The Alif, being a long vowel - not a consonant - cannot accept a short vowel; and therefore

 $\geq^*$ 

the fathah ending of the Past Tense is assumed, » over the Alif.

But the Ya' in \* an < \* \*he Waw in » are not l° n g vowel but merely weak

consonants; therefore the fathah appears on each of them.

In other words, the weak verb of the Past Tense which is free from Nominative pronoun suffixes, has the indeclinable /et^oA-ending, assumed in the case of the Alif but appearing on the Waw and the Ya'.

ii. —When the weak verb is attached to a vowelised pronoun doer, namely the pronoun Ta' or Nun,

the indeclinable ending is the Sukun . When the end of the verb is Waw or Ya\ the sukun is effected by removing their vowel, and they themselves become long vowels.

232 - m

^ ^ ^ ^ ^1 So, becomes j or 1 ^ j ; and becomes

\

' Ji/

or Ojj— ' etc ••' But when the end is Alif, which is already a long vowel, something has to be done so that the impact of the suffix doer can be felt.

The Alif, if it is a third in the verb, is to be converted into a Waw or a Yaf depending on its origin, and pronounced with sukiin. If the Alif is fourth or more, it is to be converted into Ya'

, rx,. A ° f \* " ,

only. Thus, |\_po becomes O ^eo 4 becomes i and ^-J|

becomes

iii.—When the weak verb is suffixed by the dual Alif the verb has to have the clear fathah-ending, but the Alif should be converted into Waw or Ya' as explained in the previous clause. So :

Ui becomes | ^pS t ^ AS becomes l.Aa 4 ^ -\*1 becomes < !

becomes and becomes

iv. —When the Weak Verb is suffixed by the Third Person Masculine Plural Pronoun doer Waw,

the weak letter is removed and the vowel preceding the removed Alif remains. So you say,

.0 a \* .» yt } . \* s o \* -> ■ ® \*

Pi t I yJaA 4 p-A 4 'Jj\*\* p-\* and ' J | \*-A .

v. —So we may summarise the above as follows :

(a) The Past Tense is always indeclinable.

(b) Its ending, when it is free from a doer suffix, is the fathah vowel, whether its last radical is sound or weak.

(c) When the last radical is a long vowel Alif, however, the fathah is not clear but is assumed; like Ui 4 4 jf\ .

So, رَضِيَ becomes رَضِيتُ or رَضِينَا ; and سَرُوَ becomes سَرُوتُمْ or سَرُونُ , etc... But when the end is *Alif*, which is already a long vowel, something has to be done so that the impact of the suffix doer can be felt.

The *Alif*, if it is a third in the verb, is to be converted into a *Wāw* or a *Yā'* depending on its origin, and pronounced with sukūn. If the *Alif* is fourth or more, it is to be converted into *Ya'* only. Thus, دَعَا becomes دَعَوْتُ , قَضَى becomes قَضَيْتُ and اِنْتَهَى becomes اِنْتَهَيْتُ .

iii.—When the weak verb is suffixed by the dual *Alif*, the verb has to have the clear fathah-ending, but the *Alif* should be converted into *Wāw* or *Yā'* as explained in the previous clause. So :

سَرُوَ becomes اِنْتَهَيَا ; اِنْتَهَى becomes قَضَيَا ; قَضَى becomes دَعَوَا ; دَعَا becomes رَضَيَا and سَرُوا becomes رَضِيَا .

iv.—When the Weak Verb is suffixed by the Third Person Masculine Plural Pronoun doer *Wāw*, the weak letter is removed and the vowel preceding the removed *Alif* remains. So you say,

هُم رَضُوا and هُمْ سَرُوا , هُمْ اِنْتَهَوْا , هُمْ قَضَوْا , هُمْ دَعَوْا .

v.—So we may summarise the above as follows :

(a) The Past Tense is always indeclinable.

(b) Its ending, when it is free from a doer suffix, is the *fathah* vowel, whether its last radical is sound or weak.

(c) When the last radical is a long vowel *Alif*, however, the *fathah* is not clear but is assumed; like اِنْتَهَى , قَضَى , دَعَا .

(d) When the verb is suffixed to the Dual pronoun *Alif*, the ending continues to be a clear fathah, even when the verb is weak with a long vowel *Alif*. This *Alif* is to be converted into *Wāw*

if it is originally converted from *Wāw*; otherwise it becomes a *Yā'* So

we say :

## \jpo 4 LJJ and \*

(e) But when the verb is suffixed by the Plural Pronoun Waw, the ending becomes the dammah to suit the Waw. You say, \ 4 Iij 4 4 \ ^pLj •

the verb in this case is weak, it also loses its weak letter; but the fathah preceding the Alif remains. So, and become | j^ and 1 ; but 4 ^ai

become

o ✓ ^ .0 . „

1 4 I yJaS

(/) When the Verb is suffixed by Nominative vowelless Pronoun the ending is the sukun. So

becomes

If the last radical is integrated, cancel the integration.

becomes

OJ Sj • If the verb is hollow, i. e., with a middle Alif

converted from an original Waw or Ya\ delete the Alif and apply a dammah or kasrah to

the preceding consonant as explained above

A o\* \*

\ and

. So. and become

. If the verb is Weak with a long vowel Alif, the Alif

is to become Waw or Ya\ in the manner explained in here. So, 4 ^

At and

45#^ J

become

O 4

and

234 - m

Table caption(g) The above may be summarised in the following table :

**NondeMidVnoun**

1,57

•

4,JI A

•j\*5

r^j

5,51>

j,51

15,5% («^T

&

p^V- 5

§'''/\*• 'C

Cwai

«•

15,5m

i \*'

] Js\*

p^-T

5,51

< sf~ >

EXERCISES

I.—Explain with examples what happens to the Weak Past Tense :

(a) When it is suffixed by the Dual Alif.

(b) When it is suffixed by the Plural Waw.

(c) When it is suffixed by a vowelised Nominative Pronoun.

2.—

- L-PO -

// / ^

,jf J ° ^

Suffix each of the above verbs by :

(a) The Dual Alif,

(b) The Plural Waw, and

(c) The Feminine Plural Nun.

## 236 - rn

### CHAPTER IH

#### INDECLINABILITY OF THE IMPERFECT

E-i

237 - rrv

**CHAPTER III**  
**INDECLINABILITY OF THE IMPERFECT**



## **LESSON 9**

### **IMPERECT INDECLENSION AND ITS SIGN-ENDING**

The girls will not play tomorrow.

The girls did not play yesterday.

The girls accept the matter.

The girls invade the offices.

The girls run on the grass.

Meaning Examples

The girls play. C\*t£Il

»s ' 3 / °

The girls will not play tomorrow.

,t x t s\* s • e \* ' s 9 "

The girls did not play yesterday.

#"\* ' 9 S \* "x 0 "

The girls accept the matter.

The girls invade the offices.

9 JL9 's' 9 s \* \*\*\*\*

The girls run on the grass. I Jjp

\* ' ""y» \*

You must play football tomorrow. if. ( UiJLii ) |^p \$^JdbJ Do not  
play football after tomorrow. ( CaAj ) «Ap Jbo V

Do not seek to do evil.

Do not walk on the ice...

5 ^

Do not be alone with a woman unrelated to you.

- "a ^ 0 £ - ^ <

jiyi si ^Ub o > b y

Notes :

i. We learned earlier that

s\*° .. > . • , \f

JJUI is declinable unless it is annexed to

Third Person Fern. Plural Nun or to the emphatic Nun. The Mudari\* verbs irt the above

examples have either of these Nuns and are therefore indeclinable.

239 - m

ii. In the first six examples the verb is suffixed by the Fern. Pronoun Nun and has the fixed ending of sukun. The verb in the first example would otherwise be in the case of Raf\ because the verb is not preceded by a tool of Nash or a tool of Jazm. Yet, it does not have the dammahending but the indeclinable sukun because of the vowelised pronoun suffix. In the next example. No. 2. the verb is governed by a tool of Nash. Yet the verb does not respond to it because of the same reason. In the third example, the verb is introduced by a tool of Jazm; but it is ineffective. The sukun on the verb is the indeclension sign.

iii. The next three examples Nos. 4/6, have weak verbs, and we see that the Sw/cun-ending is maintained. The weak AI if of

' , is converted into Ya\ « > > . with a clear sukun on

> o

> 9

it. The Waw or j ^ and the Ya' of ^ survive. So we say j ^ ^

and

iv. The verbs in the next five examples, 7-11, are suffixed by a Nun, called xS' j y <. "The Nun of Emphasis\*'. The use of this style for emphasis is not very frequent, but it is useful

to study it for the understanding of classical texts. We note that the verb has always the fathah ending with this emphatic Nun , no matter what tools may govern the verb. In example 7, the verb could be in the Rap case, as it is not governed by a Nash or Jazm tool; yet it does not have a dammah but & fathah on account of the Nun. The Lam which introduces the verb in this

£ a ✓

example. » is an added emphasis.

In the last four examples, the verb is introduced by , a Jazm tool, but it has no effect on the ending of the verb. The weak ends of the weak verbs also survive in the same manner as they do in the case of the Fern. Nun and the Dual Alif.

240 ~ U

Thus we say briefly :

„ \*

(a) The Imperfect Verb, c ■ jiiJI - >s indeclinable when it is suffixed by

the Feminine Pronoun Nun or the Emphatic Nun.

(b) When this verb is suffixed by the Fem. Pronoun Nun, the indeclinable ending is sukun.

So we

to

say 4 u<sup>^</sup>j-i 4 and .

(c) When it is suffixed by the Emphatic Nun, the indeclinable ending is th \q fat hah vowel. We

£ ^ } 9 \*

say

4 4 and

(d) With the Fem.. Nun, as well as the Emphatic Nun, as it is with the Dual A!if, the Weak letters of the Weak Verbs survive and the ^///'converts into a Ya' to carry a clear sukun or the clear fathah.

## EXERCISES

1. —When does indeclinability apply to the Imperfect ?

2. —What is the indeclinable ending of the Imperfect ?

Give examples.

3. —Suffix the following verbs first by the Emphatic Nun and then by the Feminine Nun :

\os \os os os so s . • f

yjju (. t 4 l £ji 4 4

to £ 0

4. —

« s o %

✓ S \*

Convert this sentence into :

(a) The Feminine Singular.

(£,c) The Masculine and the Feminine Dual.

(d % e) The Masculine and Feminine plural.

الْمُجَدُّ يَرْفَعِي وَيَسْمُو وَيُنَالُ مَا يَنْتَفِي

242 - w

## LESSON 10

### THE EMPHATIC NUN AND THE FIVE VERBS

المُجَدُّ يَرْفَعِي وَيَسْمُو وَيُنَالُ مَا يَنْتَفِي

كُفَّ سَفْ / س'

s

كُفَّ

y

كُفَّ

كُفَّ

Notes :

i. We recall that the Five Verbs are imperfect verbs suffixed by the pronoun doer which is a Dual Alif or a Plural Waw or a Feminine Ya\ Sometimes these verbs are also suffixed by the Emphatic Nun . as in the above examples.

ii. We must immediately realise that the verb in these cases is not indeclinable. The existence of the Nun makes no effect on the verb; as the Nun is separated from the verb by the pronoun.

iii. What happens then to the pronoun in these verbs ? The pronoun is actually a long vowel considered as a suku. The Emphatic Nun is unvowelled or an integrated Nun; and two sukuhs do not meet in

one syllable,

iv. As we see from the examples, the Dual Alif survives with the Emphatic Nun, whether the verb is sound like : , or weak, like ; jC^Lj . jCLilj and

## LESSON 10

### THE EMPHATIC NŪN AND THE FIVE VERBS

<i>S. Fem. Yā'</i>	<i>M. Plural Wāw</i>	<i>Dual Alif Suffi</i>
لَا تَكْذِبِينَ	لَا تَكْذِبِينَ	لَا تَكْذِبَانِ
لَا تَسْعِينَ	لَا تَسْعُونَ	لَا تَسْعَيَانِ
لَا تَمْشِينَ	لَا تَمْشُونَ	لَا تَمْشَيَانِ
لَا تَخْلِينَ	لَا تَخْلُونَ	لَا تَخْلُوانِ

#### Notes :

- We recall that the Five Verbs are imperfect verbs suffixed by the pronoun doer which is a Dual Alif or a Plural *Wāw* or a Feminine *Yā'*. Sometimes these verbs are also suffixed by the Emphatic *Nūn*, as in the above examples.
- We must immediately realise that the verb in these cases is not indeclinable. The existence of the *Nūn* makes no effect on the verb; as the *Nūn* is separated from the verb by the pronoun.
- What happens then to the pronoun in these verbs ? The pronoun is actually a long vowel considered as a *sukūn*. The Emphatic *Nūn* is unvowelled or an integrated *Nūn*; and two *sukūns* do not meet in one syllable.
- As we see from the examples, the *Dual Alif* survives with the Emphatic *Nūn*, whether the verb is sound like : تَكْذِبَانِ , or weak, like ; تَسْعَيَانِ . تَمْشَيَانِ and تَخْلُوانِ .

V.

But the Plural Waw and the Fem. Ya' are deleted when the verb is sound, or is weak with a

4 ,Jt 4 £ 4 ' « ./•

Waw or Ya' ending. You say : jSj and and

and and » deleting the pronouns Waw and the Ya' to avoid the meet

ing of two sukuns. However, the dammah which preceded the Waw , or the kasrah which preceded the Y a' remains, calling attention to the deleted letter; otherwise the verb would read,

C? )t y t

e. g., ^ which looks like Masculine Singular with the indeclinable fathah- ending in

response to the Emphatic Nun directly connected to the verb.

In the case of the Dual Alif, this confusion could not be avoided if the Dual Alif is deleted, since the preceding vowel is the fathah. Therefore, the meeting of the two sukuns is tolerated here.

When the end of the weak verb is an Alif, the Plural Waw survives carrying a dammah, and the Feminine Ya' survives carrying a kasrah, in order to maintain the fathah before the deleted

weak Alif. So you say :

4 so ' 4 \*o y 4 \* s

and - but and

and

◆ \* T - 1

and



## EXERCISES

J.—Why does the Dual Alif in the Imperfect always survive before the Emphatic Nun, whereas the

Plural Waw and the Feminine Ya' are normally deleted ?

2.—When does the Plural Waw and the Feminine Ya' survive before the Emphatic Nun ? Account

for this survival, and illustrate by examples. What vowel should each of them carry ?

3.

(١) وَلَا تُصْعِرْ خَدَّكَ لِلنَّاسِ ، وَلَا تَمْشِ فِي الْأَرْضِ مَرَحًا

T l\$JI il

وَلَا تَدْعُ نَع

(ب)

Apply the Emphatic Nun to these texts, addressing : The Masculine Singular,

The Feminine Singular,

The Dual,

The Masculine Plural,

The Feminine Plural.

## CHAPTER IV

### INDECLINABILITY OF THE IMPERATIVE

## CHAPTER IV

### INDECLENSION OF THE IMPERATIVE ^

#### LESSON 11

## THE IMPERATIVE WITH A SOUND ENDING

Write your lesson !

2

Return my book ! (

Spy a true saying !

Sell a fair selling !

“\* L.;

Sleep early ! (Go to sleep early !)

Ask about the news ! ( »p C,

Command the good deed ! ( ^\*9 \*y>

Write (you girls) your lesson !

Write necessarily your lesson !

Write (S you two) your lesson !

Write (O you boys) your lesson !

Write (O you girl) your lesson !

## CHAPTER IV

### INDECLENSION OF THE IMPERATIVE فِعْلُ الْأَمْرِ

#### LESSON 11

#### THE IMPERATIVE WITH A SOUND ENDING

Write your lesson !	اُكْتُبْ دَرْسَكَ	1 (1)
Return my book !	رُدِّ كِتَابِي ( أَوْ : اُرُدُّ كِتَابِي )	2
Say a true saying !	قُلْ قَوْلًا حَقًّا	3
Sell a fair selling !	بِعْ بَيْعًا عَدْلًا	4
Sleep early ! (Go to sleep early !)	نَمْ مُبَكِّرًا	5
Ask about the news !	اسْأَلْ عَنِ الْخَبَرِ ( أَوْ : سَلْ عَنِ الْخَبَرِ )	6
Command the good deed !	أَوْمُرْ بِالْمَعْرُوفِ ( أَوْ : مَرِّ بِالْمَعْرُوفِ )	7
Write (you girls) your lesson !	اُكْتُبْنَ دَرْسَكُنَّ	8
Write necessarily your lesson !	اُكْتُبْنَ دَرْسَكَ	9
Write (O you two) your lesson !	اُكْتُبَا دَرْسَكُمَا	10
Write (O you boys) your lesson !	اُكْتُبُوا دَرْسَكُمْ	11
Write (O you girl) your lesson !	اُكْتُبِي دَرْسَكَ	12

Notes :

i. The above 12 examples begin with Imperative Verbs, all of which are "Sound" verbs; i.e., with a sound, not weak, letter at the end. The first seven verbs are free from a doer suffix. The next example,

8, is suffixed by the Feminine Nim; the next, is suffixed by the Emphatic Nun; and the next three are suffixed by the Dual Alif, the Plural Waw and the Fem. YcC respectively.

ii. The Imperative is always indeclinable; it is never declined. The ending of the sound Imperative may be vowelised three different ways :

(a) The sufciin in two cases :

1. When the verb is free from any suffix, as we see in the first seven examples, like

\*0 \*

«

, etc...

2. When the verb is suffixed by the Fem. Nun, Jike (h) The fathah vowel when the verb is suffixed by the Emphatic Nun, like

(c) The omission of the Nun which follows the suffix, namely : the Dual Alif, the Plural Waw

\*

otherwise read ( M | ^ I and ^ | . These three verbs belong

^ JL\*0 \* >0 >

and the Fem. Ya' as in 1 .•<f j t ^ and - ^ 1 which would have

to the Five Verbs; but the Imperative applies only to the Second Person, not to the Third Person,

iii. When the Imperative has the sukun-e nding, certain features have to be noted; namely :

1. When the final radical is integrated in the previous letter, the integration is to be conceited So, the Imperative of is j 1 , as you say in the Past Tense oSSj \* and ‘

m

the Imperfect case of Jazm : \* J . However, integration is a possible alternative

\* JI

in the case of the Imperative and the Imperfect. So you may say, if you prefer ; and I

## 250 - to\*

2. When the verb is hollow, the middle weak letter is to be deleted. So the imperative of Jli 4 and is : jj t and ; as you say in the suffixed

Past Tense : cJS < cX> and ^ and in the Imperative Jazm :

## EXERCISES

1. —What is the basic sign-ending of the Sound Imperative ? Illustrate.

2. —What are the other sign-endings of the Imperative ? When do they apply ? Illustrate by exa

mples.

3. —Explain, with examples, what happens to the hollow and the integrated Imperative Verbs.

4. —(a) Address with the following sentences the Feminine Singular, the Masc. and Fern. Dual and

the Masculine and Feminine Plural :

ft"\* •' \\\\" •

1 yb u? ^ c < £

(h) Suffix the verbs with the Emphatic Nun, applying the sign endings.

اجتهد

251 - To!



## LESSON 12 THE IMPERATIVE WITH A WEAK ENDING

### Examples

A.—Without the Dual Alif, the Plural Waw or the Fein. Ya’

’■-I

Oj\*\* 1

ut\*\* - 1

l

\* s>,\

B.—With the Dual Alif, the Plural Waw or the Fem. Ya' :

() -ju,

< oA >

< otH >

( d'jZ-1 > I'Pl

^ 0 } \*

(

( \*Jl' \ ) \ £ \

اسْعِ  
رَأْسَيْهِ

أَذْعُرْ

(oCi ) 1X.1

\* /- \*•

(otiiii) Ciii

أُدْعُوا ( أَدْعُوا )

Notes :

i. The above table shows the forms of the Imperative of the weak verbs, when the verb is free from any suffix; then when it is suffixed by the Emphatic Nun, then by the Fem. Mwi.then by the

dual Alif, (alone and with the Emphatic Nun,) then by the Plural Waw, (alone or with the Emphatic Nun,) and then with the Fem. Ya \ (alone or with the Emphatic Nun.)

ii. The ending of the Imperative of the Weak Verb, as can be seen from the table, is ;

## LESSON 12

### THE IMPERATIVE WITH A WEAK ENDING

#### Examples

A.—Without the Dual Alif, the Plural Waw or the Fem. Ya' :

اسْعِيْنَ	اسْعِيْنَ	اسْعِ
امْشِيْنَ	امْشِيْنَ	امْشِ
ادْعُوْنَ	ادْعُوْنَ	ادْعُ

B.—With the Dual Alif, the Plural Waw or the Fem. Ya' :

اسْعِيْ ( اسْعِيْنَ )	اسْعُوْا ( اسْعُوْنَ )	اسْعِيَا ( اسْعِيَانِ )
امْشِيْ ( امْشِيْنَ )	امْشُوْا ( امْشُوْنَ )	امْشِيَا ( امْشِيَانِ )
ادْعِيْ ( ادْعِيْنَ )	ادْعُوْا ( ادْعُوْنَ )	ادْعُوْا ( ادْعُوَانِ )

#### Notes :

- The above table shows the forms of the Imperative of the weak verbs, when the verb is free from any suffix; then when it is suffixed by the Emphatic *Nūn*, then by the Fem. *Nūn*, then by the dual Alif, (alone and with the Emphatic *Nūn*,) then by the Plural Waw, (alone or with the Emphatic *Nūn*,) and then with the Fem. *Yā'*, (alone or with the Emphatic *Nūn*.)
- The ending of the Imperative of the Weak Verb, as can be seen from the table, is :

(a) The omission of the weak letter when the verb is free from suffixes. So you do not say :

# tP P or

t ✓ 9 , ft,

yo I : but and ^ |

(p) the fathah vowel on the weak letter, when the verb is attached to the Emphatic Nun. You

A i ^ | ^

1 \* 9 4 , ^ ^ « |

"\* ■ up

(c) The sukun, when the verb is attached to the Fem. Nun, as in : .

and

f o

{d) The omission of the Nun , when the verb is attached to the Dual Alif, the Plural Waw or the Fem. Ya\ You say, ££,\ t lyJU and |

In other words, the sign-ending of the Imperative, sound or weak, is the fathah when the verb is attached to the Emphatic Nun; the sukun when the verb is attached to the Fem. iV«n; and the omission of the Nun when the verb is attached to the Dual Alif, the Plural Wciw or the Fem. Yd. In all these cases, except when the verb is attached to a Plural W<nv or a Fem. Ya', the weak letter of the weak verbs survives; and the Alif is changed into Ya'. But when the Imperative is not suffixed by the Emphatic Nun or any pronoun doer the sign-ending is the sukun in the sound Imperative and the omission of the weak letter in the weak verbs.

jii. The Plural Wdw and the Fem. Ya ' attached to the Imperative and followed by the Emphatic Nun are omitted except when the verb has the weak Alif ending. In the latter case, the Waw survives with a dammah vowel and the Ya' survives with a kasrah vowel. So, you say :

254 - rot

for men, and

Cr\* 1 - \

4 M f f 9 \*

0^1 0«l - u^ 1 foragirl '

But you say : j^,| and

The Dual Alif, on the other hand, survives in all cases. So you say :

— <1)1 jpo I — <1)L\*\*\*«I — <1)Lj5' 1

# to >

1 = 1

255 - Too EXERCISES

!.—Explain with examples the sign-endings of the Imperative weak verb :

(a) When it is free from suffixes.

(b) When it is suffixed by the Fern. Nun.

(c) When it is suffixed by the Emphatic Nun.

(d) When it is suffixed by the Dual Alif, the Plural Wdw or the Fem. Ya\

2.—Explain what happens to the Nominative pronoun suffix with the Imperative when the verb is also suffixed by the Emphatic Nun.

3.—Attach the following verbs to the Emphatic and Feminine Nuns, and to the Dual Alif, the Plural Waw and Feminine Ya\

J\*

je- aJl

a \* © X >

.

JL i

256 - Y\*n

SECTION B

DECLINABLE AND INDECLINABLE NOUNS



CHAPTER I

INDECLINABLE NOUNS

## LESSON 13 INDECLINABLE NOUNS

Who (is) the brother of Hamid ?

To whom (is) this house ?

We feel sorry when our friend left us.

LkJU\* bijli U LiU

Whoever speaks the truth (is) successful.

05J-U ^jjl

People respect him who says the truth.

These students are hard-working.

s\$JA >

S

We treated these students well.

Take this open.

pJUl lJlJfc Jd

Where is Alt's house ?

s

Where did you come from ?

Notes :

i. We defined the term “noun” as a word indicating, describing, referring to or explaining the condition of a person, an animal or a thing. It therefore covers the adjectives, the adverbs

and the pronouns. We also divided these categories of the Arabic noun into two major divisions; “The Clear Noun” and “The Pronoun”. The clear nouns cover the Noun, the Adjectives

## LESSON 13

### INDECLINABLE NOUNS

- |   |   |
|---|---|
| Who (is) the brother of Hāmid ?           | -1 مَنْ أَخُو حَامِدٍ ؟                   |
| To whom (is) this house ?                 | -2 لِمَنْ هَذَا الْبَيْتُ ؟               |
| We felt sorry when our friend left us.    | -3 أَسَفْنَا لَمَّا فَارَقْنَا صَدِيقَنَا |
| Whoever speaks the truth (is) successful. | -4 الَّذِي يَصْدُقُ نَاجِحٌ               |
| People respect him who says the truth.    | -5 يَحْتَرِمُ النَّاسُ الَّذِي يَصْدُقُ   |
| These students are hard-working.          | -6 هَؤُلَاءِ الطُّلَّابُ مُجْتَهِدُونَ    |
| We treated these students well.           | -7 أَكْرَمْنَا هَؤُلَاءِ الطُّلَّابَ      |
| Take this pen.                            | -8 خُذْ هَذَا الْقَلَمَ                   |
| Where is 'Ali's house ?                   | -9 أَيْنَ بَيْتُ عَلِيٍّ ؟                |
| Where did you come from ?                 | -10 مِنْ أَيْنَ حَضَرْتَ ؟                |

#### Notes :

- i. We defined the term "noun" as a word indicating, describing, referring to or explaining the condition of a person, an animal or a thing. It therefore covers the adjectives, the adverbs and the pronouns. We also divided these categories of the Arabic noun into two major divisions; "The Clear Noun" and "The Pronoun". The clear nouns cover the Noun, the Adjectives

nstrative Pronouns, the Relative Pronouns, the Interrogative Pronouns and the Conditional Pronouns.

ii. All clear nouns are declinable<sup>١</sup>); the type of the declension of the noun depends upon its function and its relationship to other words

in the sentence. If it serves as a subject or predicate in a nominal sentence, for example, the noun is said to be in the Nominative case, having normally the vowel dammah ending. If it is the object of a verb, it is Accusative with a fathah ending.

If it is the second noun in a construct phrase or prefixed by a preposition it is said to be in the Genetive case, normally having the vowel kasrah-ending. We shall learn more about these cases of declension.

iii. On the other hand, all types of the pronoun are indeclinable. Each term has a fixed ending, no matter what its case may be. In the above examples, there are pronouns repeated more than once, but their ending does not change. These repeated pronouns are

^ \

A \

jil \_ \_ LJ \_ ^

(1) There are however few exceptions. One is the word 'Yesterday' with a fathah as an

/ 9

indeclinable ending when it is free from the definite article. Another is the term LM 'before,' and £

'after 1 , when they are related to an assumed point of time and are thus not annexed. The

«

indeclinable sign then is the dammah. When they are annexed, they are declinable You say.

'before the holiday\*, and J \ju \*\*\*\*\* the battle\*.

262 \_ ru

The Interrogative pronoun :

yt occurs in the first sentence in the Nominative case, and in the second Sentence in the Genetive Case; yet it has the same sulcun ending. The Personal Pronoun \\_J occurs in the third sentence three times : first as Nominative, then as Accusa

tive and then as Genetive; yet it has the same form\* The Relative Pronoun is

Nominative in Sentence 4, and Accusative in Sentence 5; the Demonstrative Pronoun

i 1

I Jut is Nominative in 2 and Accusative in 8, and is Nominative in 6 and Accusa

tive in 7; and the Interrogative is Nominative in 9 and Genetive in 10. But we see

the ending of each of these ternis retained in all cases; whether it is the vowel fat hah, kasrah or

dammah , or a clear sukm or a long vowel.

•v. Thus we may summarise the above as follows :

(a) All the pronouns are indeclinable; each word assuming an unchangeable ending.

(b) The ending may be :

1. The fathah vowel, like :

4 jj-J'

2. The dammah . vowel, like :

3. The kasrah vowel, like :

CJl 4 6 J jA

4. A clear sukun, like ;

5. A long vowel Alif, like •:

6. A long vowel Ya\ like :

263 - UT

The Interrogative pronoun : مَنْ occurs in the first sentence in the Nominative case, and in the second Sentence in the Genitive Case; yet it has the same *sukūn* ending. The Personal Pronoun نَا occurs in the third sentence three times : first as Nominative, then as Accusative and then as Genitive; yet it has the same form. The Relative Pronoun الَّذِي is Nominative in Sentence 4, and Accusative in Sentence 5; the Demonstrative Pronoun هَذَا is Nominative in 2 and Accusative in 8, and هُوَ is Nominative in 6 and Accusative in 7; and the Interrogative أَيْنَ is Nominative in 9 and Genitive in 10. But we see the ending of each of these terms retained in all cases; whether it is the vowel *fathah*, *kasrah* or *dammah*, or a clear *sukūn* or a long vowel.

iv. Thus we may summarise the above as follows :

(a) All the pronouns are indeclinable; each word assuming an unchangeable ending.

(b) The ending may be :

1. The *fathah* vowel, like :

أَيْنَ ، أَنْتَ

2. The *dammah* vowel, like :

نَحْنُ

3. The *kasrah* vowel, like :

هُوَ ، أَنْتِ

4. A clear *sukūn*, like :

أَنْتُمْ ، مَنْ ؟ كَمْ ؟

5. A long vowel *Alif*, like :

أَنْتُمَا ، هُمَا ، هَذَا

6. A long vowel *Yā'*, like :

الَّتِي ، الَّذِي

The suffix Alif-Nun in the Nominative

0& 4 jUU c tfJJlf 4 Obllf

S S ''

semi-Dual :

S\ s \*

8. The suffix Ya' - Nun in the Accusative semi-Dual :

ny

9. The To' - JVhw always in the (jJ-A-M

semi-sound Masculine Plural.

✓ 0 \*

(I) Thus, the Nominative Relative Pronouns : and

£)\jJLJi become JjJLUl and

٢٠

in the Accusative and Genitive cases, as we learned earlier. Also the Demonstrative Pronouns

// ^ ^ # ✓ 1 m' s

jJlil and jJlJa become and \* Nevertheless, authors of grammar, however,

do not consider these changes as declension, because these words are semi-Dual and not Dual in the real sense; as

much as the term • -jJlJl

OVT

is semi-sound Masculine plural. If you delete the suffixes of these terms, you are

not left with a singular. They are actually parts of the words, not real suffixes. Therefore, the scholars of grammar in order to generalise the rules of indeclinability to all the pronoun terms, claim that these combinations which



look like suffixes are the indeclinable endings of these terms.

## 264 - nt EXERCISES

1. —What are the indeclinable categories of noun ?
2. —What are the terms in which the indeclinable ending is A\if-Nun ?
3. —What are the terms in which the indeclinable ending is Ya'-Nun ?
4. —Give examples for indeclinable terms in which the indeclinable ending is the fathah, others with kasrah and others with a dammah.

## EXERCISES

- 1.—What are the indeclinable categories of noun ?
- 2.—What are the terms in which the indeclinable ending is *Alif-Nūn* ?
- 3.—What are the terms in which the indeclinable ending is *Ya'-Nūn* ?
- 4.—Give examples for indeclinable terms in which the indeclinable ending is the fathah, others with kasrah and others with a dammah.

## CHAPTER II

### DECLENSION OF NOUNS

**CHAPTER II**  
**DECLENSION OF NOUNS**



## CHAPTER II

### DECLENSION OF NOUNS (a) THE NOMINATIVE CASE

# CM

## LESSON 14

### “CATEGORIES AND SIGN-ENDINGS OF NOMINATIVE NOUNS”

A) A noun assumes the Nominative case when it is one of the following categories

} 'O'

1— » “The Doer, (subject,) of a verb”.

' O Jt '

2 — JpUJl \* l..» » “The Substitute of a Doer”.

3— |JLL\*J| , “The subject of a Nominal sentence”.

J| , “The Predicate of a Nominal sentence”.

? - T .'l\* /

^»>l > “The Noun of jlS” and its sisters”.

\*\* r

J < 1)1

“The Predicate of j| and its sisters”.

B) The sign-endings of the Nominative case.

9 ^

CfJ 1

**(i)**

1.—A clear dammah

V s'

, the Singular and Broken Plural with a sound final

ji \*

radical, like the words : in Ja> - and ^ in

\* / » ✓ -s J J

(.3 V% w |

271 - TV1

2.—An assumed dammah, in :

f f ^ PS \*

i. jyjaJU JI 5 i e ' a noun the last radical °f which is a long vowel  
Alif, like >n

\j , , ^ ^ 1 . . (In this case the dammah is said to be assumed over the  
Alif.)

l

ii. y, n p:"\ \ ; i.e., a noun the last radical in which is Ya\ like y>  
\J&\ , "The

^ \* y ' y „ ( 1 )

judge”, in y>\j&\ j (The dammah is here assumed over the IV). v '

It •

x ' S\*\* ' 0 o ^ ^ ^

3. —A suffix Alif in the Dual noun, like and ' n : j|jlJ^l yb'\*

\* \* \* /



and jbljl

4. —A suffix Waw in the following :

\* • JIO y

i.—The Sound Masculine Plural, like :

Table captionii. The Five Nouns(2), when they are annexed, namely :

8L Father", like :

◆

6S brother", like

bFZKer-in-law", like :

>

jIV Mouth", like :

\*

9OWHof" like :

\* • ^0

(1) Compare . S J | and

(2) Compare the Five Nouns with the Five Verbs.

y9j JtUJl

with the Weak Verbs.

## 272 - TVT

## EXERCISES

1. —Name the categories of Nominative nouns.

2, —When is the dammah used as a noun Nominative-ending ?

When is it clear and when is it assumed ? Give examples.

3\*—Define the terms I t jjJaillf and

Give three examples of each, using these in different sentences.

4. —When does the A lif serve as a substitute for the dammah in the Nominative noun ? Give three

examples.

5. —When does the Waw serve as a substitute for the dammah-ending in the Nominative noun ?

Give examples.

6. —What are the Five Nouns ? When do they have the Waw as a substitute for the dammah-ending ?

7. —Identify-the nouns in the Nominative case and their endings, in the following texts :

“The boy slept”

“The boys play”

“Your father has won”

“Your brother laughs”

“Your mouth is beautiful”

“Ali’s father-in-law is a fine man”

X'J '

hy\ jU

/ \* t \* s ° s

ii yi -1

\* s'\*

‘-r'-V (jrr r^

to >

“He who has politeness is respected”

## LESSON 15

THE DOER : JpL\_i|l

~~Examples~~

~~The~~ sparrow flew.

~~The~~ plant grew.

~~The~~ believers succeed.

~~I~~ passed the test.

~~The~~ boy plays.

jJ

~~The~~ two girls talk.

o Lu^J 1

~~You~~ gain.

~~Be~~ sincere in your work !

Notes :

i. The Doer is a noun denoting the actor of the verb or the agent involved in the act indicated by the verb, always coming after the verb. In the first example above, j[i >

.. \* \*. O

the noun ^ yn^ajd I \*s responsible for the act; namely : flying. But in the next example;

L \* the noun : ^ j j| does not itself produce the act of growing but merely grows. Yet, it is called the Doer,

## LESSON 15

### THE DOER : الفاعل

Meaning	Examples
The sparrow flew.	طَارَ الْعُصْفُورُ -1
The plant grew.	نَمَا الزَّرْعُ -2
The believers succeeded.	يُفْلِحُ الْمُؤْمِنُونَ -3
I passed the test.	نَجَحْتُ فِي الْإِمْتِحَانِ -4
The boy plays.	الْوَلَدُ يَلْعَبُ -5
The two girls talk.	الْبِنَتَانِ تَتَحَدَّثَانِ -6
You gain.	أَنْتَ تَرْبِحُ -7
Be sincere in your work !	أَخْلِصْ فِي عَمَلِكَ -8

#### Notes :

- i. The Doer is a noun denoting the actor of the verb or the agent involved in the act indicated by the verb, always coming after the verb. In the first example above, طَارَ الْعُصْفُورُ , the noun الْعُصْفُورُ is responsible for the act; namely : flying. But in the next example; نَمَا الزَّرْعُ , the noun : الزَّرْعُ does not itself produce the act of growing but merely grows. Yet, it is called the Doer, الْفَاعِلُ .

jj. In the first three examples, the Doer is a clear noun. Singular or otherwise. In example

the Doer is the pronoun . The pronoun, although indeclinable, plays roles in the sentence. Therefore, it can be the Doer,

the subject, the predicate, etc., and

v v j « i m w » \* \* “ • \* “ “ ■ ” — — ‘

falls in the Nominative, Accusative and Genitive cases. The pronoun s,

however; cannot have the declinable endings of these cases. Their roles are sometimes called

positional declension”, as opposed to the verbal declension.

Therefore, the pronoun : here is the Doer; yet it is not to be described as Nominative,

but as being in the position of Nominative;  $\hat{I} \hat{u} s * m P^{\wedge}$

that the Doer may be a clear noun or a pronoun.

iii. In the next three examples, 5/7, the sentence begins with a noun; and they are

therefore regarded as Nominal sentences although they contain verbs. The

noun in the beginning is the subject of the Nominal sentence. The Doer

of the verb may then appear as a suffix pronoun, as in : o L J J b or

✓ ✓ /

may be a concealed pronoun, as i « : J t J j i 1 and . The concealed

pronouns here are assumed to be : and i t respectively, and the noun or

pronoun preceding the verb is its antecedent.

The masculine singular Doer of the imperative is always concealed, as in :  $\hat{I}$

{See table XVI in Part One for the types of pronoun doer}.

iv.—We may now summarise as follows ;

(a) The Doer is the subject of the verb which it always follows.

It may be a clear noun; a tangible pronoun or a concealed pronoun.

## 276 - TV1

(b) When a noun or a pronoun precedes the verb, although it may mean the same thing as its subject, it is not to be regarded as the subject of the verb. It is the subject of a Nominal sentence.

The Doer of the verb is then an attached or concealed pronoun referring to this antecedent. The verb and its subject in such situations stand in the position of the predicate of the nominal subject.

(c) The case of the Doer is the Nominative Case.

### EXERCISES

'Os'

I.—Define the term : Ldj| , and illustrate by examples.

J?\*»

I ?

2. —What do we mean by a concealed

Give examples for :

(a) A First Person Concealed j\*u

(b) A Second Person Concealed JpU

(c) A Third Person Concealed

3. —What is the position of ' n relation to its verb ?

Identify  $\hat{J}pLaJl$  ' n the following :

$0^* \{Ts'H J^*$

$. \hat{J} 3 o / \bullet \#$

$\hat{ja}Jl OLOJLJUI$

$w v / * * /$

$.. tfr -J \bullet$

277 - TW



(b) When a noun or a pronoun precedes the verb, although it may mean the same thing as its subject, it is not to be regarded as the subject of the verb. It is the subject of a Nominal sentence.

The Doer of the verb is then an attached or concealed pronoun referring to this antecedent.

The verb and its subject in such situations stand in the position of the predicate of the nominal subject.

(c) The case of the Doer is the Nominative Case.

## EXERCISES

1.—Define the term : **الْفَاعِلُ** , and illustrate by examples.

2.—What do we mean by a concealed **فَاعِلٍ** ?

Give examples for :

(a) A First Person Concealed **فَاعِلٍ**

(b) A Second Person Concealed **فَاعِلٍ**

(c) A Third Person Concealed **فَاعِلٍ**

3.—What is the position of **الْفَاعِلُ** in relation to its verb ?

Identify **الْفَاعِلُ** in the following :

كَتَبَ عَلَى الدَّرْسِ  
عَلَى يَكْتُبُ الدَّرْسِ  
عَلَى يَخْرُجُ مِنَ الْبَيْتِ  
الْوَلَدَانِ خَرَجَا مِنَ الْبَيْتِ  
التِّلْمِيزَانِ يَكْتُبَانِ الدَّرْسَ  
الْأَوَّلَادُ كَتَبُوا الدَّرْسَ

## **LESSON 16**

### **SUBSTITUTE OF THE DOER**

نَائِبُ

• /

Meaning

Active : The boy opened the door. Passive : The door was open.

Active : The student reads the book. Passive : The book is read.

Example

فَتَحَ الْوَلَدُ الْبَابَ  
فُتِحَ الْبَابُ  
تَعَلَّمَ التِّلْمِذُ الْكِتَابَ

s y «•

الكتاب

يُقْرَأُ

Notes :

i. We are familiar with the Passive Voice in English. It is formed by the use of verb to be and the passive participle of the verb. The Doer of the verb is mentioned after the particle “by”. To formulate the Passive in Arabic, verb “to be” is not used, and the Doer is never mentioned. The Active Verb itself suffers some change in its vowelling; and its Doer is omitted and its Direct Object replaces the Doer as its Nominative.

ii. In the above examples, we have two Active sentences turned into Passive. The first :

(wJLJI . consists of a verb in the past tense : ; its Doer : jJ`J! !

and its object ,\_> UJ| . The Doer is in the Nominative case with the

dammah-e nding;

• • \*

and the object is in the Accusative case with the fatfrah-e nding.

When the sentence is turned into Passive, the vowels of the first and the penultimate consonants of the verb are changed. The first consonant takes the dammah and the penultimate

279 - m

## LESSON 16

### SUBSTITUTE OF THE DOER نَائِبُ الْفَاعِلِ

#### Meaning

Active : The boy opened the door.

Passive : The door was open.

Active : The student reads the book.

Passive : The book is read.

#### Example

فَتَحَ الْوَلَدُ الْبَابَ

فُتِحَ الْبَابُ

يَقْرَأُ التَّلَامِيذُ الْكِتَابَ

يُقْرَأُ الْكِتَابُ

#### Notes :

- i. We are familiar with the Passive Voice in English. It is formed by the use of verb to be and the passive participle of the verb. The Doer of the verb is mentioned after the particle "by". To formulate the Passive in Arabic, verb "to be" is not used, and the Doer is never mentioned. The Active Verb itself suffers some change in its vowelling; and its Doer is omitted and its Direct Object replaces the Doer as its Nominative.

- ii. In the above examples, we have two Active sentences turned into Passive. The first :

فَتَحَ الْوَلَدُ الْبَابَ , consists of a verb in the past tense : فَتَحَ ; its Doer : الْوَلَدُ ; and its object الْبَابَ . The Doer is in the Nominative case with the *ḍammah*-ending; and the object is in the Accusative case with the *fatḥah*-ending.

When the sentence is turned into Passive, the vowels of the first and the penultimate consonants of the verb are changed. The first consonant takes the *ḍammah* and the penultimate

So the sentence becomes : «

—LJ i

iii. The other sentence consists of an Imperfect :

, its Doer : ; and its

object : • When the sentence is turned into passive, the first consonant of

the verb takes the dammah and the penultimate consonant takes the fatjiah vowel. The Doer is dropped, and the object replaces it as Nominative. The Passive Sentence then reads :

\')L .

iv. jfun may also be a concealed pronoun, if the antecedent is mentioned before

the verb; like :

> LJI and : l

\*

jJL) Ulb

L&I ,

v. Thus the above may be summarised as follows :

(a) A verb in the Passive voice has to change its vowels. The dammah vowel applies to its first consonant, whether it is a perfect or an imperfect verb. Its penultimate radical takes the kasrah if it is past tense, and the fathah if it is imperfect. Thus; the verbs :

j;u \_ ' r jj \_ yjr\ \_ us \_ L-i - jr

become :

and the verbs :

V i '\*i - 9 A ' > ' > \* K<r \

JiV - - f/' - - JT'

\* g'\* •' \*•'

^ - f SH ~ Lst-rt ~ “

> > % ^

become :

v.,v '•> \* "• \* \> > >

^Iaj \_ fXAJ - - ufjJ - l\_- <--\*\*■\* - tP H

( b ) The Doer disappears, and the object of the verb becomes in the Nominative case.

o' 9 ^ v ^ Z'

(c) Like JpLJJI C JpUJI ; may be a concealed pronoun if the antecedent

appears before the verb.

280 - TA EXERCISES

1. —Define the term

. نائب الفاعل .

Give examples.

2.—Compare the style of the English Passive Voice with the Arabic style of ^JpLdJl

Table caption3.—Transform the following Active sentences into Passive, applying the vowels to the verbs :

‘The farmer planted the field’

~~The boy~~ obeys his father’

I drank the milk’

Muhammad helped ‘All\*

LwIp \*-IpU^

~~The fruit~~ merchant sells the apples expensively’

yu ^tuji ^

‘The man said something good’

‘The Holy says the truth’

Table caption(1) When the active verb is hollow, the middle weak letter has to change in the passive form into Ya’ in the Past Tense, and into Alif in the Imperfect.

So J and become : cM and

^ \* \* s \*

I and and

/

become : JL2j and

The increased Alif of become : Ac. ^

\*

Ip (3 as in converts into Waw to suit the dammah. So Jip^j

281 - TA1



## EXERCISES

- 1.—Define the term نائب الفاعل . Give examples.
- 2.—Compare the style of the English Passive Voice with the Arabic style of نائب الفاعل .
- 3.—Transform the following Active sentences into Passive, applying the vowels to the verbs :

'The farmer planted the field'

زَرَعَ الْفَلَّاحُ الْحَقْلَ

'The boy obeys his father'

يُطِيعُ الْوَلَدُ أَبَاهُ

'I drank the milk'

شَرِبْتُ اللَّبْنَ

'Muhammad helped 'Ali'

سَاعَدَ مُحَمَّدٌ عَلِيًّا

'The fruit merchant sells  
the apples expensively'

يَبِيعُ الْفَاكِهِيُّ التُّفَاحَ غَالِيًّا

'The man said something good'

قَالَ الرَّجُلُ خَيْرًا

'The boy says the truth'

يَقُولُ الْوَلَدُ الصَّدَقَ (1)

(1) When the active verb is hollow, the middle weak letter has to change in the passive form into Yā' in the Past

Tense, and into Alif in the Imperfect.

So قَالَ and بَاعَ become : قِيلَ and بِيعَ ; and يَقُولُ and يَبِيعُ  
become : يُقَالُ and يُبَاعُ .

The increased Alif of فَاعَلَ as in سَاعَدَ converts into Waw to suit the dammah. So سَاعَدَ  
become : سُوعِدَ .

—Identify JpUtt Lj\J and its verb in the following :

S

'Cheese is extracted from milk' Ja

‘The milk is left for a while’

‘Then the butter is removed’

‘Then the milk is filtered’

‘Then salt is added to the solid milk’

‘Then it is cut into different shapes and sizes’

^ ^ ° >

iJ\* ilj£j

> 4 \* s eJ \*

SJUjll JaiSj pi

r

9 0 ^

282 - TAT

## LESSON 17 THE SUBJECT AND THE PREDICATE

### Meaning

The house (is) large.

The two flowers (are) beautiful.

The sincere ones (are) beloved.

The girl students (are) well-mannered.

The book, its use (is) great.

The two boys laugh.

The pen (is) on the book.

The radio (is) on the table.

### Examples

-1 (I )

-2

Ø'V "

ˆ4 •\$ \* oLi\*. o lJuJbJI

ʔa(ˆ) a\*X

◆

-6

ː# par

ʔWLuil Jip jA\J\

Notes :

\* , s % jl

i. The first four examples are simple nominal sentences, each consisting of a subject, \ i

and a predicate, . Each is in the Nominative case and has an appropriate sign

ending. The two parts in the first and fourth examples have the ifammah ending. Those in the second example have the Dual Alif suffix and those in the third have the Sound Masculine Plural Wdw suffix.

u.

Simple Nominal sentences do not contain any verbs, not even verb to be. We only added it

## LESSON 17

### THE SUBJECT AND THE PREDICATE      الْمُبْتَدَأُ وَالْخَبَرُ

#### Meaning

#### Examples

The house (is) large.

1- (أ) الْبَيْتُ وَاسِعٌ

The two flowers (are) beautiful.

2- الْوَرْدَتَانِ جَمِيلَتَانِ

The sincere ones (are) beloved.

3- الْمُخْلِصُونَ مَحْبُوبُونَ

The girl students (are) well-mannered.

4- التَّلْمِذَاتُ مُهَذَّبَاتٌ

The book, its use (is) great.

5- (ب) الْكِتَابُ نَفْعُهُ عَظِيمٌ

The two boys laugh.

6- الْوَلَدَانِ يَضْحَكَانِ

The pen (is) on the book.

7- الْقَلَمُ فَوْقَ الْكِتَابِ

The radio (is) on the table.

8- الرَّادِيُو عَلَى الْمِنْضَدَةِ

#### Notes :

- i. The first four examples are simple nominal sentences, each consisting of a subject, **مُبْتَدَأٌ** and a predicate, **خَبَرٌ**. Each is in the Nominative case and has an appropriate sign-ending. The two parts in the first and fourth examples have the *ḍammah* ending. Those in the second example have the Dual *Alif* suffix and those in the third have the Sound Masculine Plural *Wāw* suffix.
- ii. Simple Nominal sentences do not contain any verbs, not even verb to be. We only added it

in the translation. The Arabic equivalent of verb to be may be used for some special functions only, as will be learned soon.

iii. The following four examples above are also nominal sentences; as each begins with a noun which is the subject of the sentence. But

the predicate is not a simple noun. In example 5,

ArX" > the predicate is 4\*Ju > which itself is a simple nominal sentence. . g ; is the subject, annexed to the pronoun referring to the main subject,

> **is**

the predicate

This is an acceptable Arabic style which is not favored in English.

^^ O

In example 6, , the predicate is which is a verbal

0 ^^

•• dw: is a verb, and the Alif is its .In the next sentence,

/ ' 0 O \* < , '

7, the predicate is the construct phrase; SJL^JuJl , the first part of which is an

sentence

adverbial term indicating place; and in example 8, the predicate is the prepositional clause.

These last two types of phrases are known as quasi-sentences.

iv. We may summarise the above as follows ;

if

(a) ^ 1 1 is the subject in a nominal sentence; and i i is its predicate which

tells something about the subject and completes the sentence.

( b ) Simple Nominal sentences in the present tense do not contain any tangible verbs.

(c) The predicate may be :

1. —A noun, as in Examples 1-4.

2. —A nominal sentence, as in Example 5. (In this case the first noun is called the first

284 - TAt

subject; the second, the second subject; and the third, the predicate of the second subject. The second subject and its predicate are a nominal sentence forming the predicate of the main subject.

3. —A verbal sentence, consisting at least of a verb and its doer, as in Example 6.

4. —A quasi-sentence, consisting of a construct phrase the first part of which is an adverbial

place or time; or of a preposition and its object.

This summary may be illustrated in the following diagram :

The Nominal Sentence

Subject

(Always a noun, in the j ^  
beginning of the sentence)

A noun

Nominal sentence Verbal

sentence

An adverbial phrase of time or place A prepositional phrase

Predicate

| A quasi-sentence A sentence I

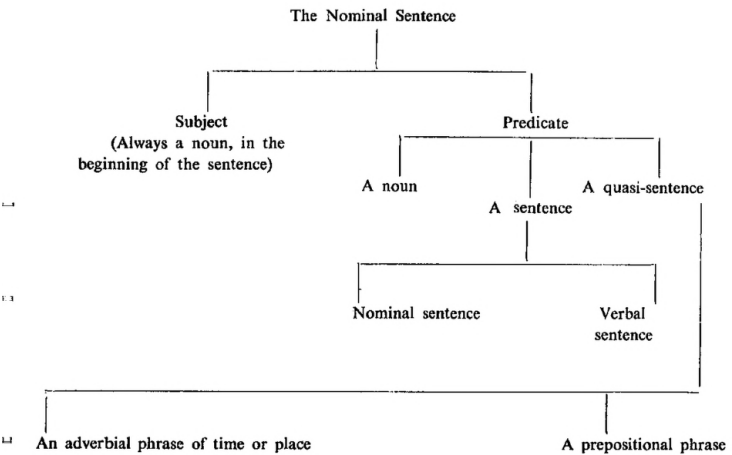
M

subject; the second, the second subject; and the third, the predicate of the second subject.

The second subject and its predicate are a nominal sentence forming the predicate of the main subject.

- 3.—A verbal sentence, consisting at least of a verb and its doer, as in Example 6.
- 4.—A quasi-sentence, consisting of a construct phrase the first part of which is an adverbial place or time; or of a preposition and its object.

This summary may be illustrated in the following diagram :



EXERCISES

I—Define the terms :



and

كثير

2. —Explain the categories of

3. —Identify lJuitjl and

OV'

‘the predicate,’ illustrating by examples.

الْخَبَرُ

in the following sentences :

‘The camel is patient’

‘The elephant, his body is large’ ‘The servant obeys his master’ ‘The snake is in the hole’

‘The garment is under the bed’

الْجَمَلُ صَبُورٌ

عَظِيمٌ

\*\* 0

الْفِيلُ

> , > \* \* tr JM\ J> iddf

الْوَبُّ تَحْتَ السَّرِيرِ

✓✓

## 286 - TAT LESSON 18 THE NOUN OF 3 IT AND ITS SISTERS

### Meaning

The house was large.

The two flowers were beautiful

The sincere ones were beloved.

The girl students were well-mannered.

### Examples

\* ^ \* A ^ \* \*

/ y \*\* •

> 1 . ' .- 1 .

jl ^ ✓ z'

The book, its use was great. (The book was greatly useful.)

The two boys were laughing.

• \* ^ ft jt® ^ tt ^ ^

The pen was on the book. The radio was on the table.

wjGpl pJU)t

1

2

3

4

5

6

7

8

Notes :

i. The Arabic nominal sentence is a positive simple statement in the Present Tense. This simple positive Present Tense is without the employment of verb to be.

ii. When an additional sense is to be added to the statement, or the Tense is to be the Past or Future

X / /

then the sentence is to be introduced by a ( PI. ) > a transformer',  
i.e.,

an instrument which transforms the declension of either or both parts of the sentence.

287 - YAV

## LESSON 18

### THE NOUN OF كَانَ AND ITS SISTERS

#### Meaning

#### Examples

The house was large.

كَانَ الْبَيْتُ وَاسِعًا 1

The two flowers were beautiful

كَانَتِ الْوَرْدَتَانِ جَمِيلَتَيْنِ 2

The sincere ones were beloved.

كَانَ الْمُخْلِصُونَ مَحْبُوبِينَ 3

The girl students were well-mannered.

كَانَتِ التِّلْمِذَاتُ مُهَذَّبَاتٍ 4

The book, its use was great. (The book was greatly useful.)

كَانَ الْكِتَابُ نَفْعُهُ عَظِيمٌ 5

The two boys were laughing.

كَانَ الْوَلَدَانِ يَضْحَكَانِ 6

The pen was on the book.

كَانَ الْقَلَمُ فَوْقَ الْكِتَابِ 7

The radio was on the table.

كَانَ الرَّادِيُو عَلَى الْمِنْضَدَةِ 8

#### Notes :

- i. The Arabic nominal sentence is a positive simple statement in the Present Tense. This simple positive Present Tense is without the employment of verb to be.
- ii. When an additional sense is to be added to the statement, or the Tense is to be the Past or Future then the sentence is to be introduced by a نَاسِخ ( pl. نَوَاسِخ ), a transformer', i.e., an instrument which transforms the declension of either or both parts of the sentence.

^ ^ / \_ ✓ z'

iii. One category of the is jls^ and its sisters. is verb to be in the Past

> \* 0 >

Tense; its Imperfect is anc \* its Imperative is Its sisters are :

\ : to be in the morning.

J-t

^ o?

c

to be in the early morning.

to be at noon time.

| : to be in the evening.

^ > 1 , : to be at night time.

jL-\*s> = to

JljLi

Is?\* £

dUil u

^ ^

become.

V : still is or still are.

bU ; so long as.

**cAJ**

; is not.

iv. The specific time originally conveyed by the verbs : t

ji <

and oC \* s not necessarily intended.

%

They now merely convey the sense of : ,has become,' and provide a diversity of style. The

✓ y\*

verb c b U follows a sentence like :

288 - TAA

^ ^ } 9 Ji y & y

U1 >! am happy so long as I am healthy,'

•\*/

And ^,.\_J negates the sentence in the present tense, and is described as :

'a stiff verb;' i.e., an unconjugated verb.

\* s \* \* s 9 t

v. These verbs are described by the Arab grammarians as iUaiU JUii incomplete

s'

✓ ✓

verbs. Whereas other verbs denote both time and action, £)IS\*” and its sisters indicate the

time of the sentence they introduce, but no action. They serve more or less the function of verb to be in English. Their employment when the sentence is in the Present Tense, however, is limited to conveying an additional element, such as negation, continuation or the duration.

vi. We may divide these verbs into the following categories :

(a) verbs which merely denote the time of the sentence they introduce; namely :

”• ^ ^ s f •" u »f' . \* . S . S

JO t i i JIJ? t ^1 t Gj\ \_ t and .

These verbs are fully conjugated; i.e., they have Imperfect and Imperative.

(b) verbs which, in addition to time, convey the idea of continuation; namely.

s' 0

JljU l ^ jj U c ^siU an( i (ijLijl L\_»

These verbs have Imperfect but not the Imperative.

(c) One verb which indicates the idea of duration; namely : ^lsU«  
> so long as'

Si'

(d) And one verb negates the sentence; namely : „ I ,is not or are not.'

Both

^ JZi are not conjugated.

289 - TM

is changed from Nominative to Accusative; and although the subject remains in the Nominative

✓ ^

case it is no longer called the subject, ft is called the ,noun' of etc. ff  
you examine

.i r\_ AuomMlan ninan n tiAii <5 c i I \ i rtV\ P <irtJo tknf flis P  
rorj ioto Hino

111 SL 1UUI hCII LCII^ 111 liiV t/AampiVO gitvn wwwvvjjvu vuov»  
tw tuui tuv \* \*vu»vt\*tv

has changed. In the first sentence, the predicate has the fathah which is the basic Accusative ending. The Dual predicate in the second example has the Yff suffix, the Sound Masculine Plural in the 3rd has also the Ya' suffix; and the Sound Fern. Plural has the Kasrah -ending. These are the Accusative signs they take. But in the next four examples, no tangible effect on the predicate can be seen. This is because the predicate here is a sentence or a quasi-sentence; and the sign endings do not apply to it. viii. Thus, we may summarise the above points as follows :

( < 7 ) The nominal sentence may be introduced by or by one of its sisters to indicate its

specific time or to negate it.

(b) The subject of the nominal sentence introduced by ij\S~ or by one of its sisters, remains

✓ /

in the Nominative case but is called The Noun of or its sister. The predicate is

✓ \*

called the predicate of jls" or its sister, and assumes the Accusative case.

(c) The sisters of are :

\* M"" "ll".." "i " \ V ' \*\*? \

—^3>\A — JI jt» — jW? — Uuj — — (J—» — — £?\*\*\*

J# - - iuji£ - ' C si £



# EXERCISES

1. —What is the function of and its sisters ? both from the point of view of meaning and the

tangible effect ?

2. —What are the sisters of ? Why are these called

3.—What is the special function of these verbs :

- fSC. Use each in a sentence.

4. —Compare the Arabic Nominal sentence with the English Nominal sentence.

5. —Apply the vowels to the following sentences :

‘The sun is still shining\*.

‘The books are still missing\*.

‘The sky is still cloudy\*.

4i jLa JI V

jJLAa jj U

iwlp t-\ c J\ c£Ji JI u

‘The teacher is still absent\*. L-JIp ^iU

‘People respect you so long as you are polite’. Lo^« C~ol\* dJU

6 —Introduce each of the following sentences by the vowels :

‘The weather is beautiful’

and then by each of its sisters, applying

\* « 0 ^

‘The air is cold,

‘The trees are full of leaves’

y

\*\* i a . x

Jjy j\*A\

y

\* y y y^ y

UL\* JI

‘The sky is clear’

## **LESSON 19**

### **THE PREDICATE OF $j|$ AND ITS SISTERS**

Indeed the house is spacious.

Indeed the two flowers are beautiful.

Indeed the sincere ones are hard-working.

Indeed the girl students are well-mannered.

3 \*—O'

', S > ' \* >« \*

**jl**

\*\*

ojS fi

l> Ju\* olJLJLill jl

^ y 's'^ ^

Surely the book, its benefit is great, (the book is of great benefit.)

Jip 4\*Ju 1 jLiSJ l jl

Surely the two boys laugh.

Surely the pen is on the book.

Surely the radio is on the table.

:fit.)^p J v\_jLSJ| jl

V&Jju £fr}\ jl

s

^bpi jj3ai ji^

y \* 9 0 \* y > 0 ^ ^

Notes

i. It is not only and its sisters that may introduce the nominal sentence and cause some

change in the declension of its parts. In fact there are another two categories of

e-r^

which play a similar role. We shall learn later a category of verbs, which indicates the sense of doubting and which causes the two parts of the Nominal sentence to be in the Accusative. In this lesson here we learn the second category of ^ A ; namely <j| and its sisters. They

## C7 y

flare all particles; and each has some specific meaning. The subject 'noun\* of j| and its

✓

sisters assumes the Accusative case; but the Predicate remains Nominative.

293 — m

ii. These particles are :

j| 'verily, surely, indeed'. It emphasises the sentence and always comes in the

beginning of the statement. Example :

-U Up jl

= 'that,' Example :

i.e., it pleases me that 'Ali is successful.

£ s

— 'is like,\* Example :

i.e., the ice is like a mountain

£ J

^5sJ = 'but'. Example:

i.e., 'Ali is knowlegeable but he is insolent.

^ r ° l = 'I wish that'. Example :

•» s t -ij, ^

Up 61 ,

**& oir,**

J\*\*" UCJ pJlP

^ 4 . .

^ UUJi oU ?

i.e., I wish that the vigor of youth would return.

= 'I hope'. Example :

i.e.. It is hoped that victory is near.

^ — which negates a category or a class as in'

^

1 cP

0 s '

i^JUP

**A VI «JS V**

P 5\*

“There is no book with me” and :

“There is no God except Allah.”

The noun of this is to have an unnunated fathah.

iii. We can easily see, from the examples given in the beginning of this lesson and from the other

examples, that 6[ and its sisters change the subject of the sentence from nominative to



accusative case. The subject is then called the 'noun 1 of <1)1 or its sister. The predicate

\*

which remains in the Nominative case is called the predicate of o\ or its sister.

iv. So we can summarise the above as follows :

$\wedge s * 4 4 >$

(a) j| and its sisters; namely j\ t t | and J\*J may introduce

the nominal sentence for the meaning they convey. The subject in this case is to be called,

\* a

the ,noun\* of j| or its sister; and the predicate is to be called, the predicate of j| or its

sister.

(b) The noun of q\ and its sisters is in the Accusative case; but its predicate is in the Nomina\* tive case.

if.

if.

v. We may also summarise all that we have learned in this chapter as follows :

(a) The noun is in the Nominative case if it is one of the following categories :

1 .—The Doer of the verb, which should always follow the verb.

2.—The substitute of the Doer of the verb, which is originally the direct object of the verb.

In this case, the Doer is never mentioned, and the vowelling of the first and penultimate letters of the verb suffer a change as described above.

3.—The subject of the Nominal sentence.

4.—The predicate of the Nominal sentence, which can be a noun, a nominal sentence or a quasi-sentence; i.e., an adverbial phrase of time or place, or a prepositional phrase.

accusative case. The subject is then called the 'noun' of **إِنَّ** or its sister. The predicate which remains in the Nominative case is called the predicate of **إِنَّ** or its sister.

iv. So we can summarise the above as follows :

(a) **إِنَّ** and its sisters; namely **أَنَّ** ، **كَأَنَّ** ، **لَكِنَّ** ، **لَيْتَ** and **لَعَلَّ** may introduce the nominal sentence for the meaning they convey. The subject in this case is to be called, the 'noun' of **إِنَّ** or its sister; and the predicate is to be called, the predicate of **إِنَّ** or its sister.

(b) The noun of **إِنَّ** and its sisters is in the Accusative case; but its predicate is in the Nominative case.

\* \* \*

v. We may also summarise all that we have learned in this chapter as follows :

(a) The noun is in the Nominative case if it is one of the following categories :

1.—The Doer of the verb, which should always follow the verb.

2.—The substitute of the Doer of the verb, which is originally the direct object of the verb.

In this case, the Doer is never mentioned, and the vowelings of the first and penultimate letters of the verb suffer a change as described above.

3.—The subject of the Nominal sentence.

4.—The predicate of the Nominal sentence, which can be a noun, a nominal sentence or a quasi-sentence; i.e., an adverbial phrase of time or place, or a prepositional phrase.

5. —The noun of or one of its sisters.

6. —The predicate of **ج** or one of its sisters.

✓

(t>) The Nominative sign-endings are :

1. —The dammah vowel, which is the basic sign of the Nominative.

2. —The suffix Alif in the Dual noun.

3. —The suffix Waw in :

i. The Sound Masculine Plural, and

ii. The Five Nouns when they are a first part of the construct phrase, namely

A A ( A % A , A

y -» 4 4 4

# EXERCISES

1. —What is the significance conveyed by j| and by each of its sisters ?

s

2. —Compare the tangible effect of and its sisters with that of and its sisters on the

Nominal sentence they introduce.

^ \*

3. —What is the type of the noun of which is a sister of ? Give three examples for illus

tration.

\* s' ' « <

4.—Compare the meanings of IjJ and . I Then introduce each of the following sentences

by either of them, as it may suit the sentence applying the vowels :

‘The peace prevails’.

T fly without wings’.

‘Ali succeeds in the exam’.

> i« s

jUOsJ-l OjAj LJl

/ J> . ?

✓ /

J

Socialism and capitalism agree with each other',

5.—Construct four sentences in which the following particles are used

jl

\* f

01

c OLT and

297 - m

## EXERCISES

- 1.—What is the significance conveyed by إِنَّ and by each of its sisters ?
- 2.—Compare the tangible effect of إِنَّ and its sisters with that of كَانَ and its sisters on the Nominal sentence they introduce.
- 3.—What is the type of the noun of لَا which is a sister of إِنَّ ? Give three examples for illustration.
- 4.—Compare the meanings of لَعَلَّ and لَيْتَ. Then introduce each of the following sentences by either of them, as it may suit the sentence applying the vowels :

'The peace prevails'.

الْأَمْنُ يَسُودُ

'I fly without wings'.

أَنَا أَطِيرُ بِدُونِ أَجْنِحَةٍ

'Ali succeeds in the exam'.

عَلِيٌّ يَنْحُصُّ فِي الْإِمْتِحَانِ

'Socialism and capitalism agree with each other'.

الْإِشْتِرَاكِيَّةُ وَالرَّأْسِمَالِيَّةُ تَصْطَلِحَانِ

- 5.—Construct four sentences in which the following particles are used :

لَكِنَّ ، كَانَ ، أَنَّ ، إِنَّ





**(b)**

THE ACCUSATIVE NOUNS

**(b)**

THE ACCUSATIVE NOUNS

## **(b) THE ACCUSATIVE NOUNS '**

### **LESSON 20**

# CATEGORIES AND SIGNS OF THE ACCUSATIVE NOUNS

A, The following are the accusative categories

1-5. The Five 'objects' of the verb, namely :

(J I 'The Direct and Indirect object of the transitive verb.\*

^ 0 Ji fO ^

Jj 1U,, U u ^ I 'The Absolute object.'

A\*i J \ 'The noun indicating a place or time in which the action denoted by

the verb took place.'

0 f ji A\*

J | 'An infinitive following the verb indicating the reason of the verb'. <J j\* I 1 'A noun following the particle, used in the sense of 'along' or 'beside'.

J ^ O'

6 — JL\_>J I 'An active participle indicating the condition of the doer or the object of the verb.

\* 0 v '

— j . " rl 1 \*A noun clarifying a vague word or a vague statement.'

■1

means of 'except'.

\* Ji ar

8 ~ yL 1 ' A noun excepted by

## (b) THE ACCUSATIVE NOUNS نَصْبُ الْأَسْمَاءِ

### LESSON 20

#### CATEGORIES AND SIGNS OF THE ACCUSATIVE NOUNS

الْمَنْصُوبَاتُ مِنَ الْأَسْمَاءِ ، وَعَلَامَاتُ النَّصْبِ

A. The following are the accusative categories :

1-5. The Five 'objects' of the verb, namely :

الْمَفْعُولُ بِهِ 'The Direct and Indirect object of the transitive verb.'

الْمَفْعُولُ الْمُطْلَقُ 'The Absolute object.'

الْمَفْعُولُ فِيهِ 'The noun indicating a place or time in which the action denoted by the verb took place.'

الْمَفْعُولُ لِأَجْلِهِ 'An infinitive following the verb indicating the reason of the verb.'

الْمَفْعُولُ مَعَهُ 'A noun following the particle, used in the sense of 'along' or 'beside'.

6. — الْحَالُ 'An active participle indicating the condition of the doer or the object of the verb.'

7. — التَّمْيِيزُ 'A noun clarifying a vague word or a vague statement.'

8. — إِلَّا الْمُسْتَثْنَى بِإِلَّا 'A noun excepted by means of إِلَّا, 'except'.

9. 'The Vocative, a noun called by means of an inteijection, like \^  
'O you.

J j\5" 'The Predicate of j^S" audits sisters, as explained earlier.\*

11 .— j I 'The Noun of and its sisters, also explained earlier.

B. The Accusative sign-endings are :

1.—The fathah vowel, which is the basic Accusative ending\*,like ,\_J  
1,^11

• ✓

2. —The Ya' suffix preceded by fathah and followed by kasrah in the Dual,like ^ u J 1U1 1

3. —The Ya' suffix preceded .by kasrah and followed by fatfyth in the Sound Masculine Plural, like :

\*

4. —The Alif in the case of the Five Nouns; So you say :

c iilit c ii£ > - t £)li and pJf li

5. —The kasrah vowel in the Sound Fem. Plural,like L \*j \ . U U ll

## 302 - r\*T

# THE ACCUSATIVE CATEGORIES RECONSIDERED

## LESSON 21

## DIRECT AND INDIRECT OBJECT ^

Meaning

Example

I read the book.

I gave your father the book.

I dressed the two (with) men two garments. The teachers treat the girl students well.

God does not love the wrongdoers.

I thought 'Ali was hard-working.

> 1

L,b£jl oYji

# id 'cZLzl

0

.gikii Sj ± yi fjd i-jiiii 'A Si

lJL^-4 LJp OJUk

.1

.2

.3

.4

.5

•6

Notes :

i. Let us analyse the sentences given above. Note the verb in each sentence, its tense, and its

declinable or indeclinable ending. Then seek to find its doer and the ending of the doer.

Then we find one or two accusative objects. The first, fourth and fifth examples have one object

each; namely t oCJUaJl and \ | \_ The second, the third and the sixth examples have two objects: hC\ i jjjjj and M^.

- / ✓

Now note the Accusative sign-ending. You will observe that in Example 1 and

^ \*

2 as well as the words LJ[p and | , ^ A in 6, have the basic fathah vowel ending; the

## THE ACCUSATIVE CATEGORIES RECONSIDERED

### LESSON 21

#### DIRECT AND INDIRECT OBJECT الْمَفْعُولُ بِهِ

##### Meaning

##### Example

I read the book.

1. قَرَأْتُ الْكِتَابَ

I gave your father the book.

2. أَعْطَيْتُ أَبَاكَ الْكِتَابَ

I dressed the two (with) men two garments.

3. أَلْبَسْتُ الرَّجُلَيْنِ ثَوْبَيْنِ

The teachers treat the girl students well.

4. يُكْرِمُ الْمُعَلِّمُونَ الطَّالِبَاتِ

God does not love the wrongdoers.

5. لَا يُحِبُّ اللَّهُ الظَّالِمِينَ

I thought 'Ali was hard-working.

6. ظَنَنْتُ عَلِيًّا مُجْتَهِدًا

##### Notes :

- Let us analyse the sentences given above. Note the verb in each sentence, its tense, and its declinable or indeclinable ending. Then seek to find its doer and the ending of the doer.

Then we find one or two accusative objects. The first, fourth and fifth examples have one object

each; namely الْكِتَابَ , الطَّالِبَاتِ and الظَّالِمِينَ. The second, the third and the sixth

examples have two objects: عَلِيًّا مُجْتَهِدًا and الرَّجُلَيْنِ ثَوْبَيْنِ , أَبَاكَ الْكِتَابَ.

Now note the Accusative sign-ending. You will observe that الْكِتَابَ in Example 1 and

2 as well as the words عَلِيًّا and مُجْتَهِدًا in 6, have the basic *fathah* vowel ending; the

word ij|\_ , | in 2 has the Alif as the accusative ending, as it is annexed to the pronoun KOf; the



g ^ ft ^ ft ^

dual nouns ^ and in Example 3 have the Ya\* suffix preceded by fathah and

followed by Kasrah ; the Sound Fem. Plural l l in 4 has the kasrah instead of the faiffah',

^ ,

and in 6 > a sound masculine plural, has the ending suffix Ka'preceded by Kasrah

and followed by fathah.

ii. Definition : We may therefore define the object of the verb as follows :

<U J yuu} l is the one suffering the action of a transitive verb, either in a positive way,

as in the first four examples above, or negatively as in example 5

iii. The use of the term .transitive' in the definition excludes the prepositional object which is in the

£ 0 £ 9 > . S , } Q S ,

Genitive case like 1 tl- • The verb in this case is intran

sitive, and cannot reach its object except by means of a preposition.

iv. The .object' may be direct, as '\_, i\ rO l in examples 1 and 2 above, and maybe indirect like in 2. In Arabic, as it is in English, the indirect object may become the object of a prepos

%

ition; but it then becomes in the Genitive case.

So, sentence 2 becomes :

# dJO£!i oiM

, i % , t

v. Some transitive verbs need one object only, like ^ j£\ t j yj and in 1, 4 and 5

above. Some transitive verbs are more active and govern more than one object, like |

"

and

in 2 and 3.

vi. However, an intransitive verb may become transitive by means of < doubling the middle radical of the verb or by prefixing the verb with a hamzah. Also, a transitive verb which takes one

object only may take two objects in the same way. The intransitive verbs '-i, and

as in

in JsJ. J\ ' The man went out ' > and ' The problem became

x tfl j ^ st 0 s' s' ° i

difficult,' may become transitive as in LJlkl | , The teacher caused the

student to go out,' and . J | ^ J.J l 'The teacher made the problem difficult.

And the verbs | 'read' and 'carried', each of which needs one object only, may be

vf- > %, \*£

come| and and then would need two objects. You would say. ^,| j|  
 jT>! LJp 'I made'Ali read the Qur'an,'and tl- LS - 'I made the  
 camel carry the wood.'

vii. There is a category of verbs which have two accusative, also called the first and the second

objects. These two objects are originally the subject and predicate of the nominal sentence.

a ^ &

The verbs are f 'Thought' and its sisters; namely 'to count' or , to think' | j 'to consider', 'JZ to know, and < to make.' Each of these verbs which indicate a doubt or conviction, may introduce a nominal sentence. They cause

both parts of the sentence to be in the accusative case, as in example 6 above. The subject

becomes the first object of the verb and the predicate becomes its second object.

viii. As in English the infinitive and the Active Participle of a transitive verb need an object; but they are annexed to the object and the object is therefore in the Genitive case. You say, f 'The eater of fat is weak ' and JS^I "Eating of fat is

harmful. 1 However the infinitive may be annexed to the doer of the action; in which case

vi. However, an intransitive verb may become transitive by means of 'doubling the middle radical of the verb or by prefixing the verb with a *hamzah*. Also, a transitive verb which takes one object only may take two objects in the same way. The intransitive verbs **صَبَّ** and **خَرَجَ** as in **خَرَجَ الرَّجُلُ** 'The man went out', and **صَبَّتِ الْمَسْأَلَةُ** 'The problem became difficult,' may become transitive as in **أَخْرَجَ الْمُعَلِّمُ الطَّالِبَ** 'The teacher caused the student to go out,' and **صَعَّبَ الْمُعَلِّمُ الْمَسْأَلَةَ** 'The teacher made the problem difficult. And the verbs **قَرَأَ** 'read' and **حَمَلَ** 'carried', each of which needs one object only, may become **أَقْرَأْتُ** and **حَمَلْتُ** and then would need two objects. You would say. **أَقْرَأْتُ عَلِيًّا الْقُرْآنَ** 'I made 'Ali read the Qur'an,' and **حَمَلْتُ الْجَمَلَ الْحَطَبَ** 'I made the camel carry the wood.'

vii. There is a category of verbs which have two accusative, also called the first and the second objects. These two objects are originally the subject and predicate of the nominal sentence. The verbs are **ظَنَّ** 'Thought' and its sisters; namely **عَدَّ** 'to count' or 'to think' **رَأَى** 'to consider', **عَلِمَ** 'to know', and **جَعَلَ** 'to make.' Each of these verbs which indicate a doubt or conviction, may introduce a nominal sentence. They cause both parts of the sentence to be in the accusative case, as in example 6 above. The subject becomes the first object of the verb and the predicate becomes its second object.

viii. As in English the infinitive and the Active Participle of a transitive verb need an object; but they are annexed to the object and the object is therefore in the Genitive case. You say, **أَكَلَ الشَّخْمُ ضَارًّا** 'Eating of fat is harmful.' However the infinitive may be annexed to the doer of the action; in which case

the object assumes the accusative case. So, you say, 'Eating by a sick person of fat is harmful. Moreover, the active participle may be prefixed by J | or suffixed by nunation when it is a predicate; again here, the object takes the accusative case. You say.

" J'- ^T 5 3"| and SQ- uyi • ‘The b °y is ridin S a camel -’

\* W.

ix. We may now sum up as follows :

(a) The object, direct or indirect, is the word indicating the sufferer of the action of a transitive verb or of its Infinitive or active participle.

(i b ) Most transitive verbs need one object only; but some take more than one.

(c) An intransitive verb may become transitive by prefixing it by a hamzah or by duplicating its middle radical. By the same technique, a transitive verb with one object takes two objects.

(d) There are three categories of A which, in addition to injecting the nominal sentence

O' ~

with some fresh meaning, alter the type of the case of declension of its parts as follows :

1 and its sisters, cause the predicate, which becomes their predicateto be in the accusative. The subject, though it remains nominative is called their ‘Noun\*’.

2. — and its sisters, cause the subject to be in the Accusative case, becoming their

Subject; and the predicate which becomes their predicate remains in the nominative case.

3. — and its sisters; namely: cK 6 4 Op t (j\ J and pX\*

both the subject and predicate, which are no longer so called, to be in the accusative case as objects of the verb.

**306 - T\*\*\**

## EXERCISES

1.—Define 4 ج, J1 and explain the difference between the Arabic object and the English object.

2.—How can you change the intransitive verb into transitive ? Give examples.

3.—Introduce the following sentences with and its sisters which you know; each sentence

to be introduced by one verb and its doer :

‘Touring is useful’.

‘Your brother is (a man) of manliness’. ‘The two friends are approaching’.

‘The working-hard (fem.) are successful’. ‘The engineers are present’.

‘The trees are green’.

5JLu£ i-djl

\*♦,/ \*\*

jiji / x \* <

J?

/ o

oSUu OUbJUafI

• <•/

\* s s > 4 .»

oI

• ✓ ^ P £ o

4.—Identify the transitive and intransitive verbs, and the direct or indirect objects, and the Accusative endings in the following text :

fa? < 4 ji; Jjia UJ

1 c c ^\* > UI

& J « cJl^Sl O c ooVt ^Uu cJttij «

## EXERCISES

- 1.—Define الْمَفْعُولُ بِهِ and explain the difference between the Arabic object and the English object.
- 2.—How can you change the intransitive verb into transitive ? Give examples.
- 3.—Introduce the following sentences with ظَنَّ and its sisters which you know; each sentence to be introduced by one verb and its doer :

'Touring is useful'.

السِّيَاحَةُ مُفِيدَةٌ

'Your brother is (a man) of manliness'.

أَخُوكَ ذُو مَرُوءَةٍ

'The two friends are approaching'.

الصَّدِيقَانِ مُقْبِلَانِ

'The working-hard (fem.) are successful'.

الْمُجْدَّاتُ فَائِزَاتُ

'The engineers are present'.

الْمُهَنْدِسُونَ حَاضِرُونَ

'The trees are green'.

الْأَشْجَارُ خَضِرَاءُ

- 4.—Identify the transitive and intransitive verbs, and the direct or indirect objects, and the Accusative endings in the following text :

لَمَّا دَخَلَ الْمُعِزُّ الْفَاطِمِيُّ مِصْرَ ، وَاتَّخَذَ الْقَاهِرَةَ مَقَرًّا لِخِلَافَتِهِ ، بَدَأَ  
يَنْشُرُ الْمَعَارِفَ فِي الْبِلَادِ ، وَيَحْكُمُ بِالْعَدْلِ ، وَيَسُوسُ النَّاسَ بِالرِّفْقِ وَاللِّينِ ،  
فَقَامَتِ أَسْوَاقُ الْعِلْمِ ، وَنَفَقَتِ بَضَائِعُ الْأَدَبِ ، وَتَوَافَرَتِ الْأَمْوَالُ ، وَاتَّجَهَتْ

S') < > W

^ \*f /J, 'li

jiJ w Oj\*Jj Aiiisxj o' AiSl ^PwL) yl A^JI



J\* / , „ ^ /

« ^ ^ / 0

\*\*)# "{'}. "r" ^ -' \* ~ \. r '. o" ■ \_'»

f-f-Jl\* 1 c AJJ^Uoj A^Ij ^ J-^d:.\*■

aamJ

(1) This text may be translated as follows :

“When al-Mu'izz, the Fafimid, entered Egypt and took Cairo the Capital of his Caliphate, he began to spread (the) knowledge in the towns and he judged with justice and governed the people with kindness and gentleness. So,

the markets of knowledge arose and the literary ‘goods\* became plenty and wealth increased. And his

subjects turned to him, praying God to preserve him and make him mighty; and the delegations crowded at his gate while he welcomed them with fineness and a smiling face. And he granted them their requests and fulfilled their hopes’\*.

**308 — T\*A**

LESSON 22 THE ABSOLUTE OBJECT yi'ft

Meaning

The child drinks milk, drinking.

‘AlF runs well.

‘All runs the running of the horse

I walked to-day plenty.

I go to cinema rarely.

We eat three times in the day.

f•\*. ' "m \*, °.f i. \* '

4

0 S V

✓ /

" ' sos<!. \* o" x

A

**r»'**

\* ^ ^ ^ a .

0 /

f J?\* < 3\* J 5 " U

Examples

.1

.2

.3

.4

.5

.6

Notes :

i. This object has three categories:

1. — Emphatic; namely an infinitive of the verb coming after it to emphasise the action, like the

word : in the first example above. In fact, the sentence ^ HI ALI I is otherwise complete without the infinitive.

A®.r .. > s'

\* 1.

2.— Qualitative; namely explaining the quality of the action, like : in example 2.

•• \*

» s ^ s

The sentence ^Jp merely indicates that £ AIf runs, but it does not say whether he runs badly, moderately or well. In fact, the word here describes an assumed infinitive

which may be also mentioned. You may say, Lj Case '

t “” would be the Absolute Object and |jl 3- would be its adjective. The m finitive also appears in Example 3, and is annexed to a noun implying the kind of the running, the running of the horse

3.-Quantitative-, namely explaining the quantity or the frequency of the action. The Absolute

Object :

كثيراً

‘plenty’

‘rarely’ in Example 5 and :

in example 4 explains the-degree of the action; but in 6 give the frequency of the action.

ii. We may thus define this object as follows :

“The Absolute Object is an accusative following the verb to emphasise the action; to describe the action or to explain its frequency.

## EXERCISES

1.—Complete the following sentences by an Absolute Object :

‘The river flows.

‘The donkey brayed’.

‘The car went’.

‘The duck floats (swims).

> o < S \* t s

< . o'''

.» tfsi

6 jL~i'

2.—Analyse the following sentences :

\* u\* f \*\*\* „•\*

\*1 was greatly pleased', I jjj\*\* Jj\*\*

‘The postman knocked at the door, knocking’. U i\_ ^Lil i < 3

3.—Identify the categories of the Absolute Objects in the following text :

olOt oliwi < liii JijJjj i ITS ^jpi ill-' 4 u!u

0 " \1|"m ?" / ,x J» " ,x \* s • ' " \* , ' ,

(. bM ^ yubl J i b-U^> ^ . 4 -sO J §Lj jJ> 4 L\_Jip U

\* OU 4 ^Ajjl VU-j Vj

(1) This text may be translated as follows :

“The volcanoes erupt in some regions, a great eruption. They demolish the houses, a demolishing; and crush the buildings a crushing; and vomit, “throw out”, fires a continuous vomiting. Then the inhabitants get frightened a great fright. Then you do not hear

except women (who) cry a crying, and children (who) scream a screaming; and you see (nothing) except men whom Time has destroyed twice : (Visited then with two calamities) : Their children died and their properties were lost/

311 \_ rn

3.—Identify the categories of the Absolute Objects in the following text :

« تَشُورُ الْبَرَائِكِينَ فِي بَعْضِ الْجِهَاتِ ثَوْرَانًا شَدِيدًا ، فَتَهْدِمُ الْمَنَازِلَ هَدْمًا ، وَتَذْكُ الْمَبَانِي دَكًّا ، وَتَقْلِفُ النَّيْرَانَ قَذْفًا مُسْتَوْرًا ، فَيَخَافُ السَّكَّانُ خَوْفًا عَظِيمًا ، فَلَا تَسْمَعُ غَيْرَ نِسَاءٍ تَصِيحُ صِيحًا ، وَأَطْفَالًا تَصْرُخُ صَرَخًا ، وَلَا تَرَى إِلَّا رَجَالًا نَكَبَهُمُ الدَّهْرُ نَكَبَتَيْنِ ، مَاتَ أَوْلَادُهُمْ وَضَاعَتْ أَمْوَالُهُمْ »<sup>(1)</sup>

(1) This text may be translated as follows :

"The volcanos erupt in some regions, a great eruption. They demolish the houses, a demolishing; and crush the buildings a crushing; and vomit, "throw out", fires a continuous vomiting. Then the inhabitants get frightened a great fright. Then you do not hear except women (who) cry a crying, and children (who) scream a screaming; and you see (nothing) except men whom Time has destroyed twice : (Visited then with two calamities) : Their children died and their properties were lost."

## LESSON 23

### THE OBJECT OF TIME AND PLACE

Meaning

The sun rises in the morning.

Examples

>•

\ •

We stayed in Washington (for) two months. I j L

Today the Security Council met (for) two hours.

0 . . \*f A

4PU- ^ y m jS 4^\*' - 4

st^Ji OuJ -5

U-Le/» •!

.2

.3

y ~ y \_ \ ^—. >

... o . . <s > . <

I walk every day half an hour.

The bride stands in front of the mirror.

The she-cat sat under the dining table.

The thief jumped over the fence.

The dog sleeps behind the door.

We return home before sunset.

‘Ali goes to bed after midnight. J^JJ| XS JI Ji Cjsij 10



**kd1**

0

s S

\* \*4 0 s'\*

\* \*\* <5 2 \* \* \*

jyJ\ (iji ^yjj! jii .7

✓

o \*9\* i O/ » A \*

c-iOliJtJbh ,\_JS3l f\X ■«

I e^Q . -✓ » ^ O / 4 i/

Notes :

A\_»i (J| is an Accusative Object which indicates the time or the place in which the action denoted by the verb occurs. The noun which indicates the time in which the action

s' \* %'

occured is called : fjfi 'containing time'; and that denoting the place is known as

\*

\*ss \*

<J? Jk» 'containing place.'

ii. Thus the words : in example 1, in 2 and '\*yd\' and in 3

^ y s

s' . \* is

are Accusative jUj , indicating the time of the verb. The word 1\$

UuttMl \* n«\*\*avarl \*r1 a V/\* ant 1 ? 'half\* amtPYP!^ tn T 'ati hmir  
\* tn ftyamnlft d

bVWJfi UUUVAVO »V ||'•\*' '\*\*" —■-- t

•0 \*

are also treated as time object. They acquire this status by virtue of annexation to a word indicating time.

iii. Similarly the words : IP 'before' in 9 and 'after' in 10, are treated as adverbial

time objects; as they acquire this sense by virtue of their annexation to words indicating time.

iv. The words : 4 t Jjy and meaning : 'in front of;' under';

'on or above' and 'behind', in examples 5-8 are nouns indicating where the action takes place; and are therefore adverbial place objects.

v. Thus we may summarise the above as follows :

(a) the adverbial word indicating the time or place in which the action

X «\*✓ J\*

of the verb occurs.

( b ) A word annexed to a word indicating the time or place may acquire the status of this object.

## EXERCISES

1.—Complete the following sentences by or

\* +

./o

‘The moon appears at night’. .... y\* ?} H j^aj

.jUaJtJl fJ/LAj

‘The train stops in front of the station’.

. f- \* ✓ .

y . . . iJjytyy d\* £dj

‘The town of New York is situated east . \* » s of Hudson River’.

■i - o 4

\*It gets very hot in summer’. jp\*}\. ^

^ \_.

2.—Identify and in the following text :

//

0 ^ efi x ^ ^ ^ x. x

UJj c 5 p>L\* < 5jLw\*JI Lu OjL«i t ^1 jaVI SjusUL^J Ujj L>- j >- »

l\$iji C LLJL x J 4 Ui5j I^ls> UXx>j

^ . X 5 ^ . • <»/ ^ ^ X X ^0 4 x. / . tf > x/. X

l y&t' 3jl y>- C\*-U UJ^ i S.X\* LwJb>» ^J> t

0) .S ✓ ( x\* y [ y K\* ° y '

# . SUw® Jp Lwiw« L\* > -j

(1) This may be translated as follows r

“We went out one day to see the Pyramids. Then the car ran with us (for) an hour, (... took us for about an hour.) And when we reached them at noon, we stood in front of them and walked around them and climbed over them. Then we saw the Nile flowing beneath them. Then we sat a long period. And when the heat of the sun decreased in the

afternoon we returned walking in the evening”.

## EXERCISES

1.—Complete the following sentences by **ظَرْفُ زَمَانٍ** or **ظَرْفُ مَكَانٍ** :

'The moon appears at night'.

يُظْهِرُ الْقَمَرَ . . . . .

'The train stops in front of the station'.

يَقِفُ الْقِطَارُ . . . . .

'The town of New York is situated east of Hudson River'.

تَقَعُ مَدِينَةُ نِيُيُورْكَ . . . نَهْرُ هَدْسُون

'It gets very hot in summer'.

يَسْتَدُ الْحَرُّ . . . . .

2.—Identify **ظَرْفُ الزَّمَانِ** and **ظَرْفُ الْمَكَانِ** in the following text :

« خَرَجْنَا يَوْمًا لِمُشَاهَدَةِ الْأَهْرَامِ ، فَسَارَتْ بِنَا السَّيَّارَةُ سَاعَةً ، وَلَمَّا وَصَلْنَا ظَهْرًا وَقَفْنَا أَمَامَهَا ، وَمَشَيْنَا حَوْلَهَا ، وَصَعِدْنَا فَوْقَهَا فَشَاهَدْنَا النَّيْلَ يَجْرِي تَحْتَهَا ، ثُمَّ جَلَسْنَا مُدَّةً طَوِيلَةً ، وَلَمَّا قَلَّتْ حَرَارَةُ الشَّمْسِ عَصْرًا رَجَعْنَا مَشْيًا عَلَى الْأَقْدَامِ مَسَاءً .<sup>(1)</sup> »

(1) This may be translated as follows :

"We went out one day to see the Pyramids. Then the car ran with us (for) an hour, (... took us for about an hour.)

And when we reached them at noon, we stood in front of them and walked around them and climbed over them.

Then we saw the Nile flowing beneath them. Then we sat a long period. And when the heat of the sun decreased in the afternoon we returned walking in the evening".



# LESSON 24

# THE OBJECT OF REASON \*6yJ&

\

Meaning

Examples

? ^ /■, JL 's

The boy stood up out of respect for his father. A-u'j, JjcjaJj "1

◆ «t ^ ^

The student works hard because of his wish to ^ „ a \* \* a .

succeed. ~ 2

/» W X X

The doctor keeps away from the JP ^ \_ .LU . u ^ -3

patient because of his fear of infection.

/ " ^ ^ 0 \_ (l J [ ^

The rich man gives away, because of his hope »)| } ^ -4

for (divine) rewards.

Notes :

^ q

\*• tJ | is an accusative infinitive, which explains the cause or the motive of

^ / /

the action indicated by the verb.



0 -'o

ii. The word V^G-1 \* n the first example gives the reason which prompted the boy to

• £

stand. The word j i° 2 explains the motive of the student in working hard.

Similarly, the word : ^> . in 3 and I. ^ in 4 explain the cause of their verbs.

## LESSON 24

### THE OBJECT OF REASON الْمَفْعُولُ لِأَجْلِهِ

#### Meaning

#### Examples

The boy stood up out of respect for his father.

1- وَقَفَ الْوَلَدُ إِجْلَالًا لِأَبِيهِ

The student works hard because of his wish to succeed.

2- يَجْتَهِدُ الطَّالِبُ رَغْبَةً فِي النَّجَاحِ

The doctor keeps away from the

3- يَبْتَئِدُ الطَّبِيبُ عَنِ الْمَرْضَى خَوْفًا مِنَ الْعَدْوَى

patient because of his fear of infection.

The rich man gives away, because of his hope

4- يَجُودُ الْغَنِيُّ طَمَعًا فِي الثَّوَابِ

for (divine) rewards.

#### Notes :

- i. الْمَفْعُولُ لِأَجْلِهِ is an accusative infinitive, which explains the cause or the motive of the action indicated by the verb.
- ii. The word إِجْلَالًا in the first example gives the reason which prompted the boy to stand. The word رَغْبَةً in 2 explains the motive of the student in working hard. Similarly, the word : خَوْفًا in 3 and طَمَعًا in 4 explain the cause of their verbs.

m x°S

1.—Define AW J<sup>u</sup>J l . Explain the definition with the help of an example.

, f •" ji\*

2.—Identify J y ut J i in tlie following text

^y^ 4 Cf' .-> -H Cr?\*,' Cfi str ^jyy^ jjj-i »

x / /

l Vy.Ui> ' W&V> M J &J 5^1 jV jli Jl

oj^>j o? 3-^ A>^ 1 r^' & #f

s s

£ y O O O 4 •< a . /»< . . / /. ax x x x a < \*\*lSx x x x . o

< j«illj ^ L»j U SJt&LL«J U lk? 7

« ^ , - v \* • „ r « ! , f . - > ■ > c ° i f • .  
v ,

# 4 rA d ,P^ bWW

0 xtf xx o < o xx ®£ a x^o x O

U .- 5L:l -11 .l\*N/l >lk

,• \* ^ c\*: x \* \*.

cJ^r'j j^puu til^pl fr LdJL ^Ul 4juH dJiU 3lftl dJUb

.« ^al, ii^j £i3 ac\$i

(1) This may be translated as follows :

«Many tourists visit New York City for the relaxation of the soul. Then they go to the Headquarters of the United Nations Organisation because of the desire to visit its halls and offices; and they go around in the hope of meeting the representatives of the various countries, coming from East and West. And they visit the museums, for the craving to see what the ancestors haVe felt and what the people of knowledge and arts have produced, to reveal their ability; and what they perfected to glorify their fatherlands, and what they bequeathed to honour their kings. These arc traces which made the tongues speak of the praise in acknowledgement of their greatness, and made the generations boast of their deeds.

**318 — ru**

# LESSON 25

# THE ACCOMPANYING OBJECT

## Meaning

I walked along River Hudson.

The boat travelled along the West Coast.

Hamid drove the car along the side of the road. I arrived home at sunrise

## Exampptes

\*\* u

a uaJ I Cjj\h

\_ ^ r

**j^ > ji ^6- to**

^ /■

liis

Notes :

The Accompanying Object, 4 ^ J yUL\* H is an

accusative

noun preceded by j

C)

which means, ‘along’, ‘by the side of’ or ‘at the time of’.

In the examples above, the words : objects.

# t C-Jlsr and are such

(1) This Waw should not be confused with the Conjunction Waw which means, "and".

319 - m

## LESSON 25

### THE ACCOMPANYING OBJECT الْمَفْعُولُ مَعَهُ

#### Meaning

I walked along River Hudson.

The boat travelled along the West Coast.

Hamid drove the car along the side of the road.

I arrived home at sunrise

#### Examples

مَشَيْتُ وَنَهْرَ هَدْسُونِ

سَارَتِ السَّفِينَةُ وَالشَّاطِئِ الْغَرْبِيِّ

قَادَ حَامِدُ السَّيَّارَةَ وَجَانِبَ الطَّرِيقِ

وَصَلْتُ الْمَنْزَلَ وَطُلُوعَ الشَّمْسِ

#### Notes :

The Accompanying Object, الْمَفْعُولُ مَعَهُ<sup>(1)</sup> is an accusative noun preceded by وَ which means, 'along', 'by the side of' or 'at the time of'.

In the examples above, the words : نَهْرَ ، جَانِبَ الشَّاطِئِ and طُلُوعَ are such objects.

(1) This Waw should not be confused with the Conjunction Waw which means, "and".





# EXERCISES

Write the vowel ending of each of the nouns following the Wow in the coming sentences, explain\*

111 &

tu^miug vi tuw rrwr In vavii

Jamal and his partner disputed together.

Muhammad read by the lamp.

Aminah and her girl-friend succeeded.

وَلَمْ يَكُنْ

جَمَالٌ

بَشَرًا

I ji

\* - w

نَامَ

Sa'fd slept in the shade of the tree.

juC;

نَامَ

320 - rr



# LESSON 26

# THE ADJECTIVAL ACCUSATIVE ADVERB £)l\_£j|

## Meaning

The President set out on his journey, flying.

We rode the sea, turbulent.

Do not eat the food, hot.

The moon appeared while the sky was dear. The students came, their faces were bright.

Eat the food while it is fresh.

## Examples

سَافَرَ الرَّئِيسُ طَائِرًا

bL-u ' } 4 1

ijt iyrb- v

ظَهَرَ الْقَمَرُ وَالسَّمَاءُ صَافِيَةً

حَضَرَ الطُّلَّابُ وُجُوهُهُمْ مُشْرِقَةً

كُلِيَ الطَّعَامَ وَهُوَ طَازٍ

The guests arrived while the host was gone.

The dog walks, his master watches him.

The child screamed while his eyes shed tears.

The moon appeared among the clouds.

1 bought the book in its sheath.

4 -ui

O \* f x\'''

j!dl ^

// / C7/ 1 » ✓ ^

2

3

4

5

6

7

8

9

10

11

## LESSON 26

### THE ADJECTIVAL ACCUSATIVE ADVERB الْحَالُ

#### Meaning

#### Examples

The President set out on his journey, flying.

سَافَرَ الرَّئِيسُ طَائِرًا 1

We rode the sea, turbulent.

رَكَبْنَا الْبَحْرَ هَائِجًا 2

Do not eat the food, hot.

لَا تَأْكُلُوا الطَّعَامَ حَارًّا 3

The moon appeared while the sky was clear.

ظَهَرَ الْقَمَرُ وَالسَّمَاءُ صَافِيَةً 4

The students came, their faces were bright.

حَضَرَ الطُّلَّابُ وَوُجُوهُهُمْ مُشْرِقَةٌ 5

Eat the food while it is fresh.

كُلِ الطَّعَامَ وَهُوَ طَازِجٌ 6

The guests arrived while the host was gone.

حَضَرَ الضُّيُوفُ وَقَدْ خَرَجَ الْمُضَيِّفُ 7

The dog walks, his master watches him.

يَمْشِي الْكَلْبُ يَحْرُسُهُ صَاحِبُهُ 8

The child screamed while his eyes shed tears.

صَرَخَ الطِّفْلُ وَتَدَمَّعَ عَيْنُهُ 9

The moon appeared among the clouds.

طَلَعَ الْبَدْرُ بَيْنَ السَّحَابِ 10

I bought the book in its sheath.

اشْتَرَيْتُ الْكِتَابَ فِي غِلَافِهِ 11

i. The words : | ‘flying,’ in the top sentence, describes the condition of the doer ‘the President,’ at the time when the action indicated by the verb takes place. Also

\_J

U1C WUiU

\* ^ 0

UtjU ‘turbulent,’ in the next sentence, describes the condition of the direct object

i

‘the sea’at the time when the verb occurs. Similarly, the word : \j£. ,‘hot’, in example

3, describes the condition of the direct object, , the food,’ at the time the action

indicated by the verb,‘eating’, is forbidden. You can see that all these words indicating the condition are active participles, are common nouns and are in the Accusative case. They describe the condition of the doer or the object in relation to the verb; they do not describe

something in the noun as such. Therefore, they are not regarded as 2 ^ ,adjective’.

\*

They are called : j£\_ ,i.e., condition, because they explain a condition. On the other

hand, 2Ju ^\, ‘the adjective’, must agree with the qualified noun in being both definite or indefinite nouns. But in our case here, the described word is always definite c

and the is always indefinite J. Moreover, the adjective is definitive, and



describes the noun in contradistinction to something else. There is a difference therefore between : “The President travelled flying”, and “The flying President travelled.” We may thus say that ” | is a dynamic indefinite noun which describes the condition of a definite doer or object.”

ii. In the other eight examples above, the function of describing the condition of the doer or the object is fulfilled, not by a single noun, but by a sentence or by a quasi-sentence. Each of

these stands in the position of < JI > \*

\$22 — m

In the three examples : 4-6, the j£\_ is a nominal sentence connected with the main

sentence by j which means : ‘While’ as in example 4; or by a personal pronoun referring to the described word, as in example 5, or by both the Waw and the personal pronoun as

in example 6.

However, when the connexion is the Waw only, the J£\_ describes the general condition at the time of the occurrence of the verb. In the next three sentences, 7-9 the is a verbal sentence, connected by the Waw in 7, by the personal pronoun in 8, and by both in 9.

In the last two examples : 10 and 11, the is a quasi-sentence; an adverbial clause

of place in 10, and a prepositional clause in 11.

iii. Thus, we may summarise the above as follows :

(a) The j£. describes the condition of the doer or the object at the time of the occurrence of the verb.

(6) The may be :

1. —An active indefinite participle, which is the most frequent type of the and it

takes the accusative case.

2. —A nominal sentence.

3. —A verbal sentence.

4. —A quasi-sentence.

323 - W

In the three examples : 4-6, the **حَال** is a nominal sentence connected with the main sentence by **وَ** which means : 'While' as in example 4; or by a personal pronoun referring to the described word, as in example 5, or by both the **Wāw** and the personal pronoun as in example 6.

However, when the connexion is the **Wāw** only, the **حَال** describes the general condition at the time of the occurrence of the verb. In the next three sentences, 7-9 the **حَال** is a verbal sentence, connected by the **Wāw** in 7, by the personal pronoun in 8, and by both in 9.

In the last two examples : 10 and 11, the **حَال** is a quasi-sentence; an adverbial clause of place in 10, and a prepositional clause in 11.

iii. Thus, we may summarise the above as follows :

(a) The **حَال** describes the condition of the doer or the object at the time of the occurrence of the verb.

(b) The **حَال** may be :

- 1.—An active indefinite participle, which is the most frequent type of the **حَال** and it takes the accusative case.
- 2.—A nominal sentence.
- 3.—A verbal sentence.
- 4.—A quasi-sentence.

(c) When the 'sa sentence, nominal or verbal, it must be connected to the main

sentence by the **Waw** which means 'while', or by a personal pronoun referring to the described word, or by both the **Waw** and

the pronoun.

( d) When the sentence is connected by the Waw alone, it describes the general condition at the time of the occurrence of the verb, not the doer or the object specifically.

## **324 — TTC**

# EXERCISES

1. —Define the term and explain its categories.

2. —Complete the following sentences with a J£ •

Do not walk at night \_ | j \*\* •

y

Wear your clothes . . dJLjllj ^1

> \*} 0 ^ ^

The troops returned . . i j d > JI P

"as 9 ^ ^ \_ 0 f

I looked at the flowers ... . \_} | t "j „ ,1

The merchant came back ... \_ ^Ldl iL c

' \* \* \* \* ^ " «

y

3. —Identify the 4 whether it is a noun, a nominal or verbal sentence, or a quasi-sentence,

in the following texts :

r, - tn V Vi. V i

Cr?y\ lj p Jv-d -1

‘ cP\*JJ 4 erf cP 0? ^ ^ \*

◆ i A-Jl ^

. ^ ^ /vi •. ^ ' f u p Sci > s i; 3H -2

. ✓ . , , / ^ ^ y y a ✓ V® < . . o.o i£ 2 \* s .

j\*Jj £ J > ~ p-J A-JU (3C j^oJLi 4-U I J Jj^Jl

V ? • ^

# J > -1 Aj

◆ These three texts may be translated as follows :

(1) People come forth to the honest merchant, confident in his conscience, trusting his dealing, because he sells

## EXERCISES

1.—Define the term **حَال** and explain its categories.

2.—Complete the following sentences with a **حَال** :

Do not walk at night ....	لَا تَمْشُ فِي اللَّيْلِ .....
Wear your clothes .....	اَلْبَسْ ثِيَابَكَ .....
The troops returned .....	عَادَ الْجُنُودُ .....
I looked at the flowers ...	أَبْصَرْتُ الْوَرْدَ .....
The merchant came back ...	عَادَ التَّاجِرُ .....

3.—Identify the **حَال** , whether it is a noun, a nominal or verbal sentence, or a quasi-sentence, in the following texts :

- 1- يُقْبِلُ النَّاسُ عَلَى التَّاجِرِ الْأَمِينِ وَاثِقِينَ بِذِمَّتِهِ مُطْمَئِنِّينَ إِلَى مُعَامَلَتِهِ لِأَنَّهُ يَبِيعُهُمْ سِلْعَهُ خَالِيَةً مِنْ كُلِّ غِشٍّ ، وَيُودِي إِلَيْهِمْ حُقُوقَهُمْ كَامِلَةً ، وَإِذَا طَلَبُوا إِلَيْهِ النَّصِيحَةَ نَصَحَهُمْ مُغْتَبِطًا مَسْرُورًا .
- 2- أَكَلَ فَرِيدٌ وَهُوَ شَبَعَانٌ ثُمَّ قَامَ يَشْكُو مِنَ الْأَلَمِ فِي مَعِدَتِهِ .
- 3- دَخَلَ اللُّصُّ الْمَنْزَلَ وَأَهْلُهُ نَائِمُونَ ، فَسَرَقَ مَا فِيهِ ثُمَّ خَرَجَ وَلَمْ يَشْعُرْ بِهِ أَحَدٌ \* .

\* These three texts may be translated as follows :

(1) People come forth to the honest merchant, confident in his conscience, trusting his dealing, because he sells

# Jj J l\$Jw\* \ J^lp 4 li^tiJ Ji o^S\* 11 CJii

. ,\_JcJI jUT J^ji Oi

/.' r \*- \*\*'.\* \*\*• " • :?i "-.‘T "..fn \*. • •\* \*f \*

. LX\*«^- ^jij C ^Uajl “3

✓\* ✓

I^X/' O I /,, . \_ //- /

. Ulio ii^JI pJJ ^ -6

^ > 4 . ^ ^ 4/ ✓ / > a / ✓ . . / O > ^

\* < lJ bxJj apL» j Us^U < iki < ■£

them his goods free from all deception and he gives them their dues complete. And if they ask him an advice, he advises them, pleasantly and happily.

(2) Fand ate while he was full; and then rose complaining of pain in his stomach.

(3) The robber entered the house while its people were asleep. Then he stole what was in it, then went away while no one was aware of him.

◆These four sentences mean :

(4) The employees went to their offices full of energy; then returned while the traces of exhaustion appeared on them.

(3) I looked at the bird on the tree branch; and heard it singing beautifully.

(6) Do not sleep while the windows of the room are open.



(7) Thfi merchant bought the grapes on the vine; then he gathered them ripe, and he sold them profitably.

326 - rn

## LESSON 27

### THE DISTINCTIVE NOUN j \*,\_V

~~Examples~~

Majid increased (in) politeness.

~~Majid~~ is more than Muhammad (in) wealth.

~~With~~ me (I have) eleven books.

~~With~~ me (there are) twenty books.

~~With~~ me (there are) ninety-nine books.

\j\jS L AAamJ

~~With~~ me (there are) three books.

Zj\*Aj iCJCs\*

\*\* " "

~~With~~ me (there are) ten books.

~~With~~ me (there are) one hundred books.

3JU iCJctfi'

~~With~~ me (there are) one thousand books.

◆ / ^ / s

\*

~~I~~ bought a/gallon (of) milk.

l~J ^ ^ > 1

~~I~~ bought a pound (of) honey.

~~I~~ bought a meter (of) cloth.

Lilli 1 j,

Notes :

, < \* „

\*■ ! ' s a «oun which clarifies a vagueness, whether the vagueness is in the statement

J m m \*

itself or in a word denoting a number or a measure. It is chiefly in the Accusative case.

• \* \*. The first sentence states that Majid had an increase, but it does not say in what

J «• «♦

respect. The word : ^1 , “politeness”, explains this aspect. The second sentence

compares Majid and Muhammad and states that the former is more than the latter, but

\* ,

does not explain in what respect. The word : , “wealth,” removes this vagueness.

Thus, the • ^ j may explain the

v •\*

superlative^ 1 )

comparative pattern. It may also explain the

iii. In those two examples, the clarifies vagueness in the statement. But the • j :

may also remove the vagueness in words. This applies to words indicating a number or a measure, as in examples 3/9 above. If you say, for example, “I have five”, and stop, the word “five” is vague and needs clarification. If you say, “I have five books,” the word “books” explains

(I) It is pertinent to add here that the comparative style in Arabic is the pattern AF'AI ,derived from the triliteral

0

verb; and the equivalent of the English conjunction, “than\* 1 , is the preposition ^ . Thus, the comparative

s

, 0 • \* u • ?

form of the verbs : ^ . < T < , , Uc. and . for example, is j-p ' L .1 kfcl and

• \* ■ ' • ?

y, . The superlative is the same pattern prefixed by the definite article, thus : ^5 y 1

^Y | and | t ifor the masculine. The feminine: form of the superlative is ,thus :

and ^ ^ the verb consisits of more than three radicals, then the word

f £\ , “more\*\* , or 'jti , “greater\*”, should be used 'followed by a noun or an infinitive related to the

verb as

## 328 - m

the word “five” and is called the j ul \* j in Arabic terminology. Similarly, if you say, “I bought a pound”, and stop, the word „pound”, which is a measure, remains vague and would need an explanation. If you add the word “milk”, the vagueness is gone.

iv. Thus, the

may explain a statement or a word indicating a number or a measure.

v. The use of ■ ^: with a word indicating a number is problematic. This arises from

the fact that the Arabic word indicating the number is regarded as the basic part in the sentence and the follows it only to clarify it. Arab grammarians call the ♦ . \* t • ^ l

; i.e., a non-integral part of the sentence; and the word it clarifies : oJiLfi- i.e.,

5

“mayor” or rather, an integral part of the sentence. To make this more clear, let us reme

0 X

mber that the English counterpart of the • ^ ? is regarded as the basic part, and the

o'''

word denoting its number is merely its adjective. In the examples : “Two men came”, “There

are three pens , and “I bought one book”, the words ; men, pens and book are the subject,

the Predicate or the direct object. The words indicating the number, like : one, two, etc

are adjectives. The qualified noun is singular when the adjective is one, and is plural when

the adjective is two or a higher number, But it is the reverse in Arabic. The Arabic word

indicating a number is the subject, the predicate or the object — it is not an adjective. The

noun which follows the number merely clarifies it and is therefore called : ♦ ; i e.,

-/ \*rv "

“a clarifier”. Its treatment, from the points of view of its number, gender and even its case, is complex. The following are guidelines for the treatment of the ? . . \* ? of number :

(a) The number :  $j_i > . | j$  and  $j(jJ|$  are not used with

. We use only

**329 — m**

the word "five" and is called the **تَمْيِيز** in Arabic terminology. Similarly, if you say, "I bought a pound", and stop, the word „pound“, which is a measure, remains vague and would need an explanation. If you add the word "milk", the vagueness is gone.

iv. Thus, the **تَمْيِيز** may explain a statement or a word indicating a number or a measure.

v. The use of **تَمْيِيز** with a word indicating a number is problematic. This arises from the fact that the Arabic word indicating the number is regarded as the basic part in the sentence and the **تَمْيِيز** follows it only to clarify it. Arab grammarians call the **فَصْلَة : تَمْيِيز** ; i.e., a non-integral part of the sentence; and the word it clarifies : **عُمْدَة** ; i.e., "mayor" or rather, an integral part of the sentence. To make this more clear, let us remember that the English counterpart of the **تَمْيِيز** is regarded as the basic part, and the word denoting its number is merely its adjective. In the examples : "Two men came", "There are three pens", and "I bought one book", the words : men, pens and book are the subject, the Predicate or the direct object. The words indicating the number, like : one, two, etc are adjectives. The qualified noun is singular when the adjective is one, and is plural when the adjective is two or a higher number. But it is the reverse in Arabic. The Arabic word indicating a number is the subject, the predicate or the object — it is not an adjective. The noun which follows the number merely clarifies it and is therefore called : **تَمْيِيز** ; i.e., "a clarifier". Its treatment, from the points of view of its number, gender and even its case, is complex. The following are guidelines for the treatment of the **تَمْيِيز** of number :

(a) The number : **وَاحِد** and **اِثْنَانِ** are not used with **تَمْيِيز** . We use only

the noun as singular or as dual, and the pattern indicates the number. So, the

statements : L,bT a " < > (jCbf ^ "" : " I have °" e book "

and, “I have two books”. However, they may follow the noun as adjective for

emphasis. So we may say : 1 • “ God ,s one god only ’ and

Obi'i Oblj . “ He has indeed two houses ”

(h) The • \* : of the numbers : u P to 3 ‘ 8

i. Plural,

ii. Genetive, (annexed to the number in the style of construct phrase), and

iii. At odds with the gender of its number.

So we say : t 4\*^ an < \* ;

i'''

a Ac \* and i

O > " J | x . '

OLu t an < \*

r /

(c) The of the numbers : ^ j£-f , “eleven”, and the equivalents of any

s

higher number — except 4 JU , “hundred”, and , “thousand is .

i. Singular,

ii. Accusative, and

iii. At odds with the gender of the words : 4 \_jSU lil1 kJ if the y are parts of the number; and

**330 - rr\***

iv. In agreement with the gender of the number : 4 i Jb-l" 6 ^l2l

c and jitfi' or o jt\*£- . So we say :

sT\* ' ' 1 " f y&r j \* jt& Jb-1 i

j! >' s' "' "

9? J j & fi ' 4 j^A\_ \* i

-TjdjSWjVW and

\*. «'''> ,

o' j—a\ o j~\*& (S^i and

ol J-\*1 0 Ju- 4

A ' vJj\*\*\*'! ^- -> | c

o' j—»l bjMjj and

(<0 The of 4JL\* and ,jjf is :

✓ ^

i. Singular, and

ii. Genitive

(There is no effect on the gender)

SU-j jLs> Lljl^

—\*TJ Ojj^e

0U3»

•I I'\*

31^1 Syt\* UjJI^



-it •\*!

o' J-•1 OjjZ&

if J—»l £ > Jjif J

if^l

, until

\*The two parts of the combinations: "j£ ( ^ { ^ „

Sju-J and . cany tboun-minated fathah. But and in

/ //O

and jjtsfr LsJl«5l > are treated like Dual nouns.

**331 — rn**

iv. In agreement with the gender of the number : اِثْنَانِ , وَاحِدٌ , إِحْدَى , أَحَدٌ . So we say : اِثْنَانِ , and عَشْرَ or عَشْرَةَ .

أَحَدَ عَشَرَ رَجُلًا	،	إِنْنَا عَشَرَ رَجُلًا
ثَلَاثَةَ عَشَرَ رَجُلًا	،	عِشْرُونَ رَجُلًا
وَاحِدٌ وَعِشْرُونَ رَجُلًا	،	اِثْنَانِ وَعِشْرُونَ رَجُلًا
ثَلَاثَةٌ وَثَلَاثُونَ رَجُلًا	and	تِسْعَةٌ وَتِسْعُونَ رَجُلًا
إِخْدَى عَشْرَةَ امْرَأَةً	and	اِثْنَتَا عَشْرَةَ امْرَأَةً
ثَلَاثَ عَشْرَةَ امْرَأَةً	،	عِشْرُونَ امْرَأَةً
إِخْدَى وَعِشْرُونَ امْرَأَةً	،	اِثْنَتَانِ وَعِشْرُونَ امْرَأَةً
ثَلَاثٌ وَثَلَاثُونَ امْرَأَةً	and	تِسْعٌ وَتِسْعُونَ امْرَأَةً

(d) The تَمْيِيز of مِائَة and أَلْف is :

- i. Singular, and
- ii. Genitive

(There is no effect on the gender)

\*The two parts of the combinations : **ثَلَاثَ عَشْرَةَ** ، **ثَلَاثَةَ عَشَرَ** ، **أَحَدَ عَشَرَ** ، until **إِثْنَا عَشَرَ** in **إِثْنَتَانِ** and **إِثْنَانِ** , carry the un-nunated fathah, But **تِسْعَ عَشْرَةَ** and **تِسْعَةَ عَشَرَ** and **إِثْنَتَا عَشَرَ** , are treated like Dual nouns.

So we say :  $\hat{\sigma}^2$  and  $\hat{\mu}^*$

(e) The j\_lj of the Interrogative ^, “Howmuch?”or “How many ?”  
^sin

gular and Accusative. So we say :

? iiCuP bb<sup>f</sup> and ? ^

vi. The

of measure is :

i. Singular, and

ii. Either Accusative or Genitive.

So you say :

\*s\ \* f ”\i- f " \* < \*\' •

tss i 0

and \\_JO bJjl

The words ’ “S^ 011 ” ’ “ ounce ” and 5 ^ . \* “ yard ” “

measure of size, weight and distance, (length, width or size,) respectively; and the words fol

lowing each of them clarify them. These words which are the here are : L\*0

y

and f . ' ; each is Singular and Accusative. However, we may annex the word of

measure to its

j in which case the y\\_ ”, would obviously assume the case of

S S > , \* \* S f 9

Genitive. The phrases become :

\* < \*

and

vii. The \* \* • of measure, as well as that of number, may be introduced by the equivalent

of the preposition : of; i.e., ^ , and becomes its Genitive object. Thus, we may say :

J\* 8nd 0\*!^ U? l

332 - m

viii. We may summarise the above as follows :

(a) The ‘ s a noun which removes a vagueness in the statement or in a word

y

indicating a number or a measure.

9 y

(\*) The J which clarifies a vagueness in the statement, including that which follows

y

the comparative or superlative pattern, is indefinite and accusative.

O y

< e ) ^ of » word of number is indefinite. Singular, and accusative, if the number

y

is between “eleven” \*, and j 4 \*\*mj » “ninety-nine”, inclusive\*

But if the number is between ^ “three”, and 3 ^ "ten", or is the word

4jU 'hundred, or , "thousand," the is to be annexed to the number and thus be in the genitive case.

An interesting feature in the relationship between the number and its

is that

they are at odds in gender and in number. When the noun indicating the number is 3

9 y

"ten", or less, the is in the Plural. If it is more than ten, it is Singular. Moreover,

y

the words from to J .whether it is by itself or in a compound number,

assume the opposite gender of that of its • . \* ■ So you say jil.

"four men", , "four girls", ^ iZ'J "fifty-four

men", and LUj djLl + j , "fifty-four girls", #

m y

(< 0 The of a word of measure may be Accusative or Genitive in a Construct

y

Phrase or after the preposition V, . You say, ML\*\* \* l bought

a ton coal " or j&i Gikl > .

(1) This, however, does not apply to the term S when it is the second part of a number indicating the equivalent of eleven to nineteen. It then assumes the same gender of the word.

viii. We may summarise the above as follows :

- (a) The **تَمْيِيز** is a noun which removes a vagueness in the statement or in a word indicating a number or a measure.
- (b) The **تَمْيِيز** which clarifies a vagueness in the statement, including that which follows the comparative or superlative pattern, is indefinite and accusative.
- (c) The **تَمْيِيز** of a word of number is indefinite, Singular, and accusative, if the number is between **أَحَدٌ عَشَرَ** "eleven"; and **تِسْعَةٌ وَتِسْعُونَ** , "ninety-nine", inclusive. But if the number is between **ثَلَاثَةٌ** "three", and **عَشْرَةٌ** , "ten", or is the word **مِائَةٌ** 'hundred, or **أَلْفٌ** , "thousand," the **تَمْيِيز** is to be annexed to the number and thus be in the genitive case.

An interesting feature in the relationship between the number and its **تَمْيِيز** is that they are at odds in gender and in number. When the noun indicating the number is **عَشْرَةٌ**

"ten", or less, the **تَمْيِيز** is in the Plural. If it is more than ten, it is Singular. Moreover, the words from **ثَلَاثَةٌ** to **عَشْرَةٌ** , whether it is by itself or in a compound number, assume the opposite gender of that of its **تَمْيِيز** <sup>(1)</sup>. So you say **أَرْبَعَةُ رِجَالٍ** "four men", **أَرْبَعُ بَنَاتٍ** , "four girls", **أَرْبَعَةٌ وَخَمْسُونَ رَجُلًا** "fifty-four men", and **أَرْبَعُ وَخَمْسُونَ بِنْتًا** , "fifty-four girls".

- (d) The **تَمْيِيز** of a word of measure may be Accusative or Genitive in a Construct Phrase or after the preposition **مِنْ** . You say, **إِشْتَرَيْتُ قِنْطَارًا فَحْمًا** 'I bought a ton coal", or **إِشْتَرَيْتُ قِنْطَارًا مِنَ الْفَحْمِ** or **إِشْتَرَيْتُ قِنْطَارَ فَحْمٍ** .

(1) This, however, does not apply to the term **عَشْرَةٌ** when it is the second part of a number indicating the equivalent of eleven to nineteen. It then assumes the same gender of the word.

# EXERCISES

Identify the » t in the following :

. CJ airj jjJfj i uLi \j€j ^ alii ^ ^

u^rt^ \*& ' a^ruli jj^sf iji

. slsii

4xAv» jr 4 L5x

\* O .

.I > 1

\*'f.\*x >.'• fx .XX .> >?, X ".»? \ V,

. I jlal Jill i \*ij\* o-uii ^ i

. JLjjill jj S?iU Jil

• 4\*A> <j\* W ®- 5

S

„. ? • 'x /\*, >,x # xx j?V > \*xT '. • l s! i, > "• \*•

. j UJp db jjj t>Up X^lal

lx °. x ∴ >•

-2

-4

-5

-6

-7

‘These sentences may be translated as follows :

(1) The merchant sold fifteen tons (of) cotton, and twenty sacks (of) wheat.

(2) The orange is one of the most delicious fruits (in) taste, and the most lasting and the most useful.

(3) In the book there are ninety-five pages; and in each page there are nineteen lines.

(4) The country-side is clearer than the cities (in) air; and is more beautiful (in) scenery.

◆These three sentences mean :

(3) Gold is less than iron (in) solidity.

(6) One carat (of) gold is better than two carats (of) silver.

(7) The student works hard; so he grows (in) mind, and increases (in) knowledge and itoeril.



# LESSON 28

# THE NOUN EXCEPTED BY

\*1

%

pi ti?

\*u

•

(i) There are other but less frequent tools of excepting; namely.

(a) The nouns :

jt\*

and

y, , which mean, “but not”, “other than”. However, being nouns, the noun excepted by them is annexed in the form of a construct phrase, and takes therefore the Genetive

case.

\*

\* I

\*

You say,  $\hat{p} \hat{p} \hat{S}J \hat{or} \hat{J}p yj^*$  > instead of . The words

sf and iSj? take the grammatical case which the excepted word would have assumed if it were \*

excepted by means of

W \j& t and Li . These three words, each of which also means :

“except” may be

treated in one of the following manners :

/ > O ^ yf

i. As nouns, like ^p and yj\* • In this case, their treatment and the treatment of the excepted

^ ’ £

noun is the same as that of ^p and . So you say: Ip |j^ c and

Ji uU. .

•t\* As verbs. In this case, the excepted noun would become an accusative object, Accordingly, we say ;

Up lap C l\_jp and Up L\$,£

•

iii\* These words may be preceded by (he particle ^ for emphasis. In this case, they have to be treated as

verbs only. Thus we must say, |j£ £ c U£ ^ and £

\*\*✓\*

When they are treated as verbs, the excepted nouns are regarded as their direct object, and their doer is

an assumed pronoun.

## LESSON 28

### THE NOUN EXCEPTED BY إِلَّا<sup>1</sup>

الْمُسْتَشْتَرَى بِإِلَّا

(1) There are other but less frequent tools of excepting; namely,

(a) The nouns : غَيْرَ and سِوَى , which mean, "but not", "other than". However, being nouns, the

noun excepted by them is annexed in the form of a construct phrase, and takes therefore the Genitive case.

You say, <sup>\*</sup>حَضَرَ الْأَوْلَادُ غَيْرَ عَلِيٍّ or <sup>\*</sup>سِوَى عَلِيٍّ , instead of <sup>\*</sup>إِلَّا عَلِيًّا . The words غَيْرَ and سِوَى take the grammatical case which the excepted word would have assumed if it were excepted by means of إِلَّا .

(b) حَاشَا and خَلَا , عَدَا . These three words, each of which also means : "except", may be treated in one of the following manners :

i.—As nouns, like غَيْرَ and سِوَى . In this case, their treatment and the treatment of the excepted noun is the same as that of غَيْرَ and سِوَى . So you say : <sup>\*</sup>عَدَا عَلِيٍّ , <sup>\*</sup>خَلَا عَلِيٍّ and <sup>\*</sup>حَاشَا عَلِيٍّ .

ii.—As verbs. In this case, the excepted noun would become an accusative object. Accordingly, we say :

<sup>\*</sup>حَاشَا عَلِيًّا and <sup>\*</sup>خَلَا عَلِيًّا , <sup>\*</sup>عَدَا عَلِيًّا .

iii.—These words may be preceded by the particle مَا for emphasis. In this case, they have to be treated as

verbs only. Thus we must say, <sup>\*</sup>مَا عَدَا عَلِيًّا , <sup>\*</sup>مَا خَلَا عَلِيًّا and <sup>\*</sup>مَا حَاشَا عَلِيًّا .

When they are treated as verbs, the excepted nouns are regarded as their direct object, and their doer is an assumed pronoun.

J\* s \* } \$ ^ s ° \*

The workers went on strike except (for) a few. v rV^

yt 5 'Jt ✓ J ^ J ^ ^

I read the book except (for) two pages. O' j&

s

I shook hands with the travellers except (for)

your brother. t

® « „

your

The workers did no. go on ( ' j: ^ . f ) ^ ^ ^ jX lj

strike except (for) a few. v U s' x “ v

I did not shake hands with the travellers except (for) your brother.

(iuM jt) iiii ^ j\* lib U

No (one) succeeds except the hard-working ones. Do not associate  
except with the sincere ones.

Do not play except in the park.

No one but 'Ali is in the house.

“And Muhammad is but a Messenger”.

✓ & «0 ° . >

i ^ t

»\* a - \$ \* & ji .

(I j ))

1

2

3

4

5

6

7

8

9

10

Notes :

i. In the first three sentences above, the particle  $\wedge$ 1 , “Except”, is preceded by a general term

$\pounds >$

$< *$

in a positive statement, and is followed by a noun excluded by from the general term,

which otherwise would have been included in the general statement. The noun :  $* > \text{Ll5} >$

“a few”, is excluded from the term  $\pounds \text{ju5l}$  : “ The workers”, who went on strike; the noun

. ° , "two pages", is excluded from OUSJV”The book which was read; and

the

noun  $\text{slyf\}$  , ”your brother”, is excluded from « “travellers”, who were

/

greeted. The noun following , which is so excluded, is in the

accusative case, taking

^ ^ o ^ s' / J

the applicable sign-ending. The word ; takes thtfathah; takes

## 336 - rn

the Yff preceded by fatfrah and followed by kasrak, being a dual noun; and takes

the Alif 9 being one of the Five Nouns.

\$

ii. The next two examples, 4 and 5, are similar to the first three in that ^ is preceded by

£

a general term and followed by an excluded noun. However, the statement preceding

■&

not positive but negative. Therefore, the exclusion is not so real, and here is almost

like the conjunction “but” introducing a contrary statement. So, the example :

,\*J » is almost like saying; “The workers did not go on strike, but a few went on strike. And the statement : dlil VJ fc CwLC U • is like

s

saying : “I greeted no one, but greeted your brother”. Therefore, the noun following

£

may be treated as a “substitute” following the grammatical case of the general term before ^

. &

or may be in the accusative case as if it is fully governed by ^ , since the style here somehow

resembles the regular style of j in that the statement before j is complete. Therefore,

& \* \$ \*

we see that the excepted noun in example 4; namely : ^ .Jjj , may be read J | ; to follow the nominative case of \ and the word : in example 5 may also read :

tiLj-f , to follow the genitive case of : ^before

iii. In the last five examples , \*y j is preceded by a negative and incomplete statement, containing

4

no general term; and the function of | is not exclusion but the cancellation of the negation.

The use of the negative and the exceptive terms is an emphatic restriction equivalent to, but more

4

emphatic than the term : “only”. Therefore, the word following takes the grammatical case relevant to the words preceding , disregarding the existence of ^ completely. Therefore, |» in example 6, is the doer of the preceding verb ^ 1 JL..1 |, in example 7,

**337 - rrv**



the *Yā'* preceded by *fatḥah* and followed by *kasrah*, being a dual noun; and أَخَاكَ takes the *Alif*, being one of the Five Nouns.

- ii. The next two examples, 4 and 5, are similar to the first three in that إِلَّا is preceded by a general term and followed by an excluded noun. However, the statement preceding إِلَّا is not positive but negative. Therefore, the exclusion is not so real, and إِلَّا here is almost like the conjunction "but" introducing a contrary statement. So, the example :

لَمْ يُضْرِبِ الْعَمَالُ إِلَّا قَلِيلًا, is almost like saying; "The workers did not go on strike, but a few went on strike. And the statement : مَا سَلَّمْتُ عَلَى الْمُسَافِرِينَ إِلَّا أَخَاكَ, is like saying : "I greeted no one, but greeted your brother". Therefore, the noun following إِلَّا may be treated as a "substitute" following the grammatical case of the general term before إِلَّا or may be in the accusative case as if it is fully governed by إِلَّا, since the style here somehow resembles the regular style of إِلَّا in that the statement before إِلَّا is complete. Therefore, we see that the excepted noun in example 4; namely : قَلِيلًا, may be read قَلِيلٌ to follow the nominative case of الْعَمَالُ; and the word : أَخَاكَ in example 5 may also read : أَخِيكَ, to follow the genitive case of : الْمُسَافِرِينَ before إِلَّا.

- iii. In the last five examples, إِلَّا is preceded by a negative and incomplete statement, containing no general term; and the function of إِلَّا is not exclusion but the cancellation of the negation. The use of the negative and the exceptive terms is an emphatic restriction equivalent to, but more emphatic than the term : "only". Therefore, the word following إِلَّا takes the grammatical case relevant to the words preceding إِلَّا, disregarding the existence of إِلَّا completely. Therefore, الْمُخْلِصُونَ in example 6, is the doer of the preceding verb : الْمُخْلِصِينَ, in example 7,

is the object of the verb before 1 . The prepositional phrase i » following

✓ ^ tf

SJ} in example 8, is attached to the verb before  $\wedge^1 \wedge j$ , following  $\wedge$  in

example 9, is the subject of the nominal sentence, as the preceding prepositional phrase is its

predicate; and JiySj in the last example is the P redicate of which is the

nominal subject.

iv. We may thus summarise the above as follows :

4 \*

(a) The noun excepted by  $\wedge |$  has to be accusative when the statement before is com

plete

complete <md positive.

(/.) if the statement before is complete but negative, the noun following  $\wedge$  may

5 >

be accusative as an excepted noun, but may also follow the case of the preceding general term as “substitute”.

(c) When there is no complete statement before, the noun after it assumes the case of its function in the sentence; doer, object, subject, predicate or whatever it may be.

s

v. Besides the term: .there are some other words used to convey the idea of 'excepting',as explained in p.335.

**338 - m**



# EXERCISES

Apply the appropriate vowel-endings to the nouns after N/| in the following examples : “The American cities are clean except (for) New York” ^ 'oZs

“The man ate the chicken except (for) its wing” “No one earned except Ahmad”

y.j\ 'g\

“I did not pass by any human being except Khalid’ “The wolf did not kill but (for) a ewe”

“Only the hard-working one succeeds”

\*

•\*?. A. \* \* \*, s,

**339 - m**

## EXERCISES

Apply the appropriate vowel-endings to the nouns after إِلَّا in the following examples :

"The American cities are clean except (for) New York" الْمُدُنُ الْأَمْرِيكِيَّةُ نَظِيفَةٌ إِلَّا نِيُورُوكَ

"The man ate the chicken except (for) its wing" أَكَلَ الرَّجُلُ الدَّجَاجَةَ إِلَّا جَنَاحَهَا

"No one earned except Ahmad" لَمْ يَرْبَحْ أَحَدٌ إِلَّا أَحْمَدُ

"I did not pass by any human being except Khalid" مَا مَرَرْتُ بِإِنْسَانٍ إِلَّا خَالِدٌ

"The wolf did not kill but (for) a ewe" مَا افْتَرَسَ الذِّئْبُ إِلَّا شَاةً

"Only the hard-working one succeeds" لَا يَنْجَحُ إِلَّا الْمُجْتَهِدُ

## **LESSON 29**

**THE CALLED NOUN ^ SIUll “THE**

# VOCATIVE”

Meaning

Examples

O ‘Abd Allah

O (you) two whose soul is noble. O (you) whose hearts are pure.

A. \*’ .

4hl b 1

£ 2

u^JLill (j; aU? £ 3

n

O (you) whose soul is noble.

O (you) whose work is appreciated.

O (you) carrier of water.

O (you) running in the street.

O (you) extravagant; the middle way is better for you.

O (you) sinner; repent to God.

CJr £ ifo C/ 5 & £

^ 4 ^- Lj / •»

ijj > iia^n c u^ 1 :

✓ y’

1 ✓ ^ S \* 5 0 a

4»l Ji t LjJL. C

^ ? » v ••

4

5

6

7

8 9

O (you) students; do your work well.

0 , Jt «« ■'it \* 4\*



# pSsJli-pl l y j J l ( l^jl ) < b

O (you) two boys; don't walk in the rain.

O (you) hard-working (ones) anticipate success.

اِنْمَطَرِ

يَا وَلَدَانِ (أَيُّهَا الْوَلَدَانِ) ، لَا تَمْشِيَا فِي  
يَا مُجِدُّونَ ( أَيْهَا الْمُجِدُّونَ ) أَبْشِرُوا بِالنَّجَاحِ

10

11

12

O (you) Khalid.

O (you) two Khalids. O (you) Khalids.

ilui. £ 13

jljUli £ 14

^\*.

<l)j\*L«Jbi- b 15 v ✓ \* >

341 - rn

Notes :

i. The • “Vocative” is the noun called by means of an interjection,  
like : £ 1

“O you”. The person or persons you call may be known to you by their name and you call them by their name; or may be known to you by their category or their quality and you call them by these titles.

ii. Whether the Vocative is a name, (a proper noun), or a common noun, being merely a title or a virtue or a category, and it happens to be a construct phrase, the first part of the phrase is to be in the case of accusative, bearing the regular accusative sign. In the first three top examples

in the above table, the called noun after the interjection, is a JI\* in a construct phrase;

»\*

il and Jii]! .The first part is in the Accusative

and has therefore the appropriate accusative sign; the *tfathah* in the first example, and the Dual *Ya y* and the sound masculine plural *YcC* in the second and the third examples. The Vocative in the first example is a proper noun; but in the other two examples it is not so. What is called

here is a person or a category of persons described by the nobility of the soul or the purity of the heart.

iii. In the next four examples, 4/7, the Vocative *I\** not a *Ol\*i* in a construct phrase, but a quasi *u > UuJlj 4 ,\_-* ; *V\*Thi 8* means that the noun is followed by someth

} > O ^ 0 s ...

ing related closely to it. Example 4 : *u 4 j r* is an active participle with its doer :

✓

*Au vut j > as ^ h as f° rce* the verb. The next example, | \* s a passive participle

ft &

with the doer substitute, ; the next,  $\hat{l} > *$ » an active participle with its

## 342 - TtT

Accusative object :  $\% \hat{\phantom{x}}$  ; and the last : L, XL. , is also followed by a prepositional clause

attached to it. In such examples, the is accusative bearing the regular accusa

tive signs, as we see.

iv. In the next two examples : 8/9, the is not a definite but a common noun which is not

,  $\hat{\phantom{x}} Jt t * \blacksquare j O * S$

either t , in a construct phrase, or y g  $U \hat{j} L$  , in being followed by a noun

\*  $\blacklozenge \gg \ll$

X /  $\blacksquare$  /

or a clause closely related to it.

Here again, the ' s to in the accusative case with the regular accusative sign.

v. In the next group of examples, 10/12; namely : ,  $_ < .$  and

$s'*$

the looks like an indefinite noun but it acquires definiteness by virtue of being

present and addressed as a second person; or by having the article after the interjection w sit \

or •

$\hat{s}^*$

In the case the noun acquires definiteness by being a or by being, in addition, definite in

itself by having the article, or by being a Proper Noun as in examples 13/15, the should

have the unnotated ending of the nominative, whether it is the ,  $2^{\hat{}}$  J , as in : L

and lili c ; or the oJl , as in :  $jj^{\hat{}}Jj$  £ and C > the W < \* w

- ' "

as in : j jXs\*.\* b and oyiJU- 'C .

vi. We may now summarise as follows :

s'\*, ,. .  $\hat{}$  /it

(o) Lr<J! > s a name called by means of an interjection like : \ mtJ  $4^{\hat{}}$  or  $1^{\hat{}}$  t | ,

**343 — nr**

Accusative object : مَاءٌ ; and the last : جَارِيًا , is also followed by a prepositional clause attached to it. In such examples, the مُنَادَى is accusative bearing the regular accusative signs, as we see.

- iv. In the next two examples : 8/9, the مُنَادَى is not a definite but a common noun which is not either مُصَاف in a construct phrase, or شَبِيهٌ بِالْمُصَافِ , in being followed by a noun or a clause closely related to it.

Here again, the مُنَادَى is to be in the accusative case with the regular accusative sign.

- v. In the next group of examples, 10/12; namely : مُجِدُّونَ , وَلَدَانِ , طَلَّابُ , the مُنَادَى looks like an indefinite noun but it acquires definiteness by virtue of being present and addressed as a second person; or by having the article after the interjection أَيُّهَا or يَا أَيُّهَا .

In the case the noun acquires definiteness by being a مُنَادَى or by being, in addition, definite in itself by having the article, or by being a Proper Noun as in examples 13/15, the مُنَادَى should have the unnotated ending of the nominative, whether it is the , يَا طَلَّابُ : as in ضَمَّةٌ and يَا خَالِدُ ; or the أَلِف , as in : يَا وَلَدَانِ and يَا خَالِدَانِ ; the Wāw as in : يَا مُجِدُّونَ and يَا خَالِدُونُ .

- vi. We may now summarise as follows :

(a) الْمُنَادَى is a name called by means of an interjection like : يَا , أَيُّهَا or يَا أَيُّهَا .

(i) \* s \* n the Accusative case with the regular Accusative sign in the following.

cases :

i. When \ is j<sup>h</sup>p b .

ii. When is wSliUb like :

L.UT U ,li L)

\* X

0) f V I' - .

Ajy Ip jkio b and

A JL<sup>a</sup>. <sup>L</sup>> - b

o lljb- b

/ " ■ / • / \* "

iii. When <sup>h</sup>bil is just a common noun, like :

IjJj b 4 b 4 obi b

S «\* «\*/ ✓ • \*"

\* «

( c ) takes the un-nunated nominative ending when it is not any of the above categories;

and this is :

i. When it is an “independent”, un-annexed proper noun, like :

J \ . + jnL\* b 4 l-» 4 A\*-jlp b 4. b

„ . f.-' • ✓ •» ^ "

ii. When it is a quasi-definite noun, and this when a person is addressed by the use of a

a qualifying adjective like

(2) ■" \* ^

C t C c aLj C 4 D^sfb C

(1) These phrases mean :

O (you) excellent are his virtues, (whose virtues are excellent).

O (you) leading a book. O (you) sitting under a tree. O (you) his garment is cut.

(2) These mean :

O you the two virtuous ones. O you the noble one. O you reading one. O you working hard one

## 344 - ru

## EXERCISES

1.—Define the following terms :

<U\_jJ I — \*w> lya-»J 1 — I

2.— When does it have the regular accusative ending; and when does it have the un-

nunated nominative ending ?

Give examples.

3.—Introduce the interjection of | to the following :

— jJ-jpL— jUwJl \*-L»P —

' ' ✓ Jr

„ >.\*?, ^ ' . \* \* f ■ 'V" ' \* - . > j»j»

- GjJaU- - uy\*& — y\*-' — <JUp

-OjjV - J\* > \*.

4.—Identify | and its sign ending in the following sentences :

Redress the wronged (person), O judges. Take your prizes, O winners.

O (you) two witnesses witness with justice. O (you) travellers, get ready.

Give generously, O people of goodness.

The sun has set, O you who are fasting. Slowly, O (you) who are descending from the

> ^ . . \*0 o J 0 <

2U < ai U I yAsfu 1

\* \*

bjjSy\* Lj ^y)yr

(jljLftLi Li

1 J Ojj\* Uyy\* U

• \* O / \* < I I 4

J\*ti

" /

mountain. j£j| ^ VjU C ^



## EXERCISES

1.—Define the following terms :

الْمُنَادَى - الْمُصَاف - الشَّيْبَةُ بِالْمُصَافِ

2.—When does الْمُنَادَى have the regular accusative ending; and when does it have the un-nunated nominative ending ?

Give examples.

3.—Introduce the interjection of الْمُنَادَى to the following :

أَبُو الْفَضْلِ - عَبْدُ الْغَفَّارِ - إِسْمَاعِيلُ - عَلَّامَان - مُجْتَهِدٌ فِي  
دُرُوسِهِ - مُتَقِنٌ عَمَلُهُ - أَخُو الْعَرَبِ - عَجُولٌ - شَاهِدُونَ - ذُو الْمَرْوَةِ  
- غَافِلٌ - مُبَدِّرُونَ

4.—Identify الْمُنَادَى and its sign ending in the following sentences :

Redress the wronged (person), O judges.

أَنْصِفُوا الْمَظْلُومَ يَا قُضَاةَ

Take your prizes, O winners.

خُذُوا جَوَائِزَكُمْ يَا فَائِزُونَ

O (you) two witnesses witness with justice.

يَا شَاهِدَانِ اشْهَدَا بِالْعَدْلِ

O (you) travellers, get ready.

يَا مُسَافِرُونَ تَأَهَّبُوا

Give generously, O people of goodness.

جُودُوا يَا أَهْلَ الْفَضْلِ

The sun has set, O you who are fasting.

غَرَبَتِ الشَّمْسُ يَا صَائِمِينَ

Slowly, O (you) who are descending from the mountain.

تَمَهَّلْ يَا نَازِلًا مِنَ الْجَبَلِ

(C) THE GENITIVE CASE

**(C) THE GENITIVE CASE**

## THE GENITIVE CASE

☆

المسرح

## LESSON 30

### CATEGORIES AND SIGN ENDINGS OF THE GENITIVE

Meaning

Examples

Delay not the work of today till tomorrow. ^ \*\*£\*2 V

Maryam's hair is long. | \ \*\*•+\*•'

ck>\* fit\* j"-\* dU-%\* C~j

<j2 cr J\*\*\*

The black hair is sweeter than the yellow hair.

He who has black hair is sweeter than he who^l v| l ^ Ji

\* \* \*

has yellow hair.

The house of 'Uthman is large. Black hair is sweeter than yellow

The two brothers live in two rooms. Sympathy with the poor is a duty.

Ali (is one) of the righteous.

The duty of your father (comes) before the right of your brother.

Notes :

i. You will have learned by now that the following categories :

**j ouc; ji > vi**

7

8

8

10

noun assumes the genitive case when it is one of the

## THE GENITIVE CASE      الْجَرُّ

### LESSON 30

#### CATEGORIES AND SIGN ENDINGS OF THE GENITIVE

<i>Meaning</i>	<i>Examples</i>	
Delay not the work of today till tomorrow.	لَا تُؤَخِّرْ عَمَلَ الْيَوْمِ إِلَى الْغَدِ	1
Maryam's hair is long.	شَعْرُ مَرْيَمَ طَوِيلٌ	2
The house of 'Uthman is large.	بَيْتُ عُثْمَانَ وَاسِعٌ	3
Black hair is sweeter than yellow	شَعْرُ أَسْوَدَ أَحْلَى مِنْ أَصْفَرٍ	4
The black hair is sweeter than the yellow hair.	الشَّعْرُ الْأَسْوَدُ أَحْلَى مِنَ الْأَصْفَرِ	5
He who has black hair is sweeter than he who has yellow hair,	أَسْوَدُ الشَّعْرِ خَيْرٌ مِنْ أَصْفَرِ الشَّعْرِ	6
The two brothers live in two rooms.	الْأَخَوَانِ يَسْكُنَانِ فِي عُرْفَتَيْنِ	7
Sympathy with the poor is a duty.	الْعُطْفُ عَلَى الْمَسَاكِينِ وَاجِبٌ	8
'Ali (is one) of the righteous.	عَلِيٌّ مِنَ الصَّالِحِينَ	8
The duty of your father (comes) before the right of your brother.	وَاجِبُ أَبِيكَ قَبْلَ حَقِّ أَخِيكَ	10

#### Notes :

- i. You will have learned by now that the noun assumes the genitive case when it is one of the following categories :

(6) An object of a preposition.

The formation of the construct phrase was discussed earlier. We learned that the first part ;

, “the annexed”, loses its nunation and does not normally have the article prefix.

As for its declension, it may take any of the three cases appropriate to its function in the sentence. On the other hand, the second part; aJI . “ the annexed to ” dways aSSUmeS

x' •\* ?

the genitive case.

We also discussed the prepositions earlier, and learned that the object of a preposition has to be in the genitive case.

ii. In the above examples, we can easily identify the nouns which are objects of a preposition. We

can also identify Z5\ ■ I" the first instance, we have the construct phrase :

✓ •\* £

o o t

^ ^ the first part, is accusativeobject, and is aJ| I

in the genitive case. We also have the noun j \_jj | , as object of the preposition : JJ.

We may identify the genitive in all the above examples as follows :

\* 'l l Prepositional object

« £

S S Q s

^ ^ . \*

qL

AiJI



# j\_ili J!

• V\* k

•'.of\*

Example No.

1

2

3

4

5

6

350 - T\*»

7

أَبِيكَ - حَقٌّ - أَخِيكَ

L\$t

y

8

9

10

iii. Although all these nouns are in the genitive case by virtue of being an object of a preposition or a second part of a construct phrase, their sign-endings are not the same. Some, like :

^ jJ 1 l Jcijl t yL^Yl take the kasrah; some like : i d Cjfi and  
 jJu^ has Xhsfathah; has the dual Ya'; ^ A 1 1^ 1\*1 has the sound  
 masculine plural Yd 1 , and and ^L>.| each has also a Yd\*, being  
 from

amongst the Five Nouns.

iv. The category of genitive nouns which takes the/atftoA-ending is  
 that which never accepts a nunation. The .never - unnunated nouns  
 are six kinds of proper nouns, four adjectives, a noun with the  
 extended increased alif and the broken plural of the patterns :

y y

JpUE or JupLa\* •(\*) They are called “diptote p \ i.e., the nouns  
 which can be only of two declension-endings as opposed to those  
 which can have any of the three endings.

v. However, when a diptote is prefixed by \ ,or is the first part of a  
 construct phrase, the vowel kasrah applies. Therefore, while the  
 word : takes a fat hah in example 4, being

(1) Infra, Appendix B

فِي غُرَفَتَيْنِ	7
عَلَى الْمَسَاكِينِ	8
مِنَ الصَّالِحِينَ	9
أَبِيكَ - حَقٌّ - أَخِيكَ	10

- iii. Although all these nouns are in the genitive case by virtue of being an object of a preposition or a second part of a construct phrase, their sign-endings are not the same. Some, like :

عُثْمَانُ ، مَرْيَمُ take the *kasrah*; some like : الْأَصْفَرُ ، الشَّعْرُ ، الْيَوْمُ  
أَصْفَرُ has the *fathah*; غُرَفَتَيْنِ has the dual *Ya*; الصَّالِحِينَ has the sound

masculine plural *Ya*, and أَبِيكَ and أَخِيكَ each has also a *Ya*, being from amongst the Five Nouns.

- iv. The category of genitive nouns which takes the *fathah*-ending is that which never accepts a nunation. The never - unnnated nouns are six kinds of proper nouns, four adjectives, a noun with the extended increasedalif and the broken plural of the patterns :

مَفَاعِلُ or مَفَاعِيلُ .(1) They are called "diptote", i.e., the nouns which can be only of two declension-endings as opposed to those which can have any of the three endings.

- v. However, when a diptote is prefixed by اَلْ , or is the first part of a construct phrase, the vowel

*kasrah* applies. Therefore, while the word : أَصْفَرُ takes a *fathah* in example 4, being

(1) *Infra*, Appendix B

a diptote, it takes the *kasrah* in the next two examples. In Example 5 it is Xsf i

prefixed by the article; and in example 6 : ^\*J | jjut>\ > it is annexed, A\*

tit Wa moil 4homfAra eiimmarieo ae f aIIaiic 'll m v luuj luviviviv  
au mu m\* wv wn ivi\*v\*\*n

(a) The genitive dual takes the dual yd 1 ; i.e., preceded by a fathah and followed by a Kasrah.

(b) The .genitive sound masculine plural takes its Ya\ i.e., preceded by a kasrah and followed by a fathah.

(e) The genitive Five Nouns have the Ya' ending.

(d) The genitive un-nunated nouns take the fathah^ nding, unless it is prefixed by fj'] or annexed to another noun.

(e) All other Genetive nouns have the kasrah-ending.

(J) The genitive case applies to :

i. A noun that is the second part of a construct phrase.

ii. A noun governed by a preposition.

352 - ToT

## EXERCISES

1. —What are the 'genitive categories ?

2. —Name six prepositions and their meaning; and use them in sentences.

3. —Complete the following sentences :

~~Shoes~~ are made of skin.

4ji j\_>-Vi \*

✓

The man sinks in water.  
 The hen sits on the eggs.  
 The lightning flies in the sky.  
 We listened to the speech.  
 People scattered along the way.  
 Not except on yourself.

d-LiJ  
 1 illMl 9 9 9 9 9  
 \*

dii

+ \* \* \*

The traveller has returned to his homeland. 4 ^ 4

The husband bought a gift for his wife. . AjJLa ^ jjJ|

I put the book on the table. oOjCJl. ijLij

4. Identify the genitive, its category and its sign ending in the text given in the exercise in P. 185 of Part I.

## EXERCISES

1.—What are the genitive categories ?

2.—Name six prepositions and their meaning; and use them in sentences.

3.—Complete the following sentences :

Shoes are made of skin.	.....	تُصْنَعُ الْأَخْذِيَّةُ
The man sinks in water.	.....	يَغْرُوصُ الرَّجُلُ
The hen sits on the eggs.	.....	تَرْقُدُ الدَّجَاجَةُ
The lightning flashes in the sky.	.....	يَلْمَعُ الْبَرْقُ
We listened to the speech.	.....	أَصْغَيْنَا
People scattered along the way.	.....	رَافَتْشَرَّ النَّاسُ
Rely not except on yourself.	.....	لَا تَعْتَمِدْ إِلَّا
The traveller has returned to his homeland.	.....	عَادَ الْمُسَافِرُ
The husband bought a gift for his wife.	.....	اشْتَرَى الزَّوْجُ هَدِيَّةً
I put the book on the table.	.....	وَضَعْتُ الْكِتَابَ

4.—Identify the genitive, its category and its sign ending in the text given in the exercise in P. 185 of Part I.

**SECTION C THE FOLLOWERS**

**SECTION C**  
**THE FOLLOWERS**



## THE FOLLOWERS “A PRELIMINARY NOTE”

^ /•

The term:‘Follower’, \_ P.I.,

C\*

here means, a word, verb or noun, which agrees

with a preceding word in its declension case, being its adjective, emphasis, etc.” There are four categories of this type of Follower, all of which agree with the followed word in its case. They are :

\* \* s

| ‘The Adjective’

الْمُرَكَّبُ

‘The Emphasis’

الْمُتَّحِدُ  
الْمُتَّحِدُ

‘The Conjunction,’ and

‘The Substitute’

357 - r©v

## LESSON 31

### THE ADJECTIVE cJj'\

Meaning

The noble teacher arrived.

I bought two small bicycles.

I live in a beautiful town.

These are well mannered students.

The two boys whose mother is wise arrived. I saw girls whose hair is long.

Examples

\* W ?.

j\*?uh ptuj

\* \*

استقرئ

' 9 \* f

4 S I

f + \* \* p t

**a.**

1

2

3

' \* \*\* si I

f jjj^i caj^ii

j + a > \*

& \* Jim\*\* \* \* ^ t \*

!AjOLj C\*jf J

4

5

6

Notes :

i. In the first four sentences, the words : J^UJ°| , i 1 . ^ f and  
are adjectives; and their qualified nouns are : 4 4 jS and

\* it

respectively. If we compare each of these adjectives with its  
qualified noun we find that it agrees with it in the declension,  
whether it is 'nominative accusative or genitive. In,

the first instance, both noun and adjective are nominative with the  
dammah ending. In the next sentence, No, 2, both are accusative  
with the dual Yd\ In the third sentence, No. 3, both are genitive  
with the kasrah ending. And in the fourth sentence, both are  
nominative but the noun has the dammah ending and the adjective  
has the sound masculine plural Waw %

The noun and the adjective must have the same case, but not  
necessarily the same sign ending.

359 - to\

# LESSON 31 THE ADJECTIVE الَّتْ

## Meaning

## Examples

The noble teacher arrived.

1 حَضَرَ الْمُعَلِّمُ الْفَاضِلُ

I bought two small bicycles.

2 اشْتَرَيْتُ دَرَّاجَتَيْنِ صَغِيرَتَيْنِ

I live in a beautiful town.

3 أَعِيشُ فِي مَدِينَةٍ جَمِيلَةٍ

These are well mannered students.

4 هَؤُلَاءِ طُلَّابٌ مُهَذَّبُونَ

The two boys whose mother is wise arrived.

5 حَضَرَ الْوَلَدَانِ الْعَاقِلَةُ أُمُهُمَا

I saw girls whose hair is long.

6 رَأَيْتُ بَنَاتٍ طَوِيلًا شَعْرُهُنَّ

## Notes :

- i. In the first four sentences, the words : مُهَذَّبُونَ , جَمِيلَةٍ , صَغِيرَتَيْنِ , الْفَاضِلُ are adjectives; and their qualified nouns are : دَرَّاجَتَيْنِ , مَدِينَةٍ , الْمُعَلِّمُ and طُلَّابٌ respectively. If we compare each of these adjectives with its qualified noun we find that it agrees with it in the declension, whether it is nominative accusative or genitive. In, the first instance, both noun and adjective are nominative with the *ḍammah* ending. In the next sentence, No, 2, both are accusative with the dual *Ya'*. In the third sentence, No. 3, both are genitive with the *kasrah* ending. And in the fourth sentence, both are nominative but the noun has the *ḍammah* ending and the adjective has the sound masculine plural *Wāw*. The noun and the adjective must have the same case, but not necessarily the same sign ending.

nouns :

- i. In the last two instances, the adjectives,

# asuii

and

qualify the

are both

and oGj The <?ualiiid noun nominative; the noun has the

: 1 and its adjective : iiiU! I

Dual Alif and the adjective has the dufnmuh

& x

ending. And the qualified noun Oljj and its adjective

طويلا

are accusative; the

noun with the kasrah ending, being a sound fern, plural, and the adjective has the regular accusative fathah ending.

In short, the adjective must agree with the case of its qualified noun, and should have its appropriate ending.

iii. In addition to the fact that the adjective agrees with the case of the qualified noun, it also agrees with it in being definite or indefinite. They are both definite in examples 1 and 5, but are both indefinite in the other examples.

iv.

If we compare the adjectives in the first group, examples 1-4, with those in the second group 5 -6, we can see that whereas the adjective in the first group describes a feature in the qualified noun itself, the adjective in the second group describes a feature, not in

the qualified noun itself but in something else related to it, and is annexed to a personal pronoun referring to it. The

first type of adjective, the more common, is therefore called : \* 'Actual'; the other

type is called \* 'Relative'. In example 5, the Adjective 2JLSI\*] 1 » 'the wise'

• ✓

does not actually describe the qualified noun , j| !, "the two boys" but L ^ J

✓

\*' / P

• 'their mother', which is the doer of which has the force of the verb. The doer

of the adjective, as we see, is annexed to a personal pronoun, the antecedent

of which is : J | .the qualified noun. The other example can be analysed

360 - n

\* ^

similarly. The adjective ^ , 'long', does not actually describe the qualified noun,

\*

'S , ^ ^ } 9\*\*

OLj 'girls', but 'their hair', which is the doer of the adjective as it has the



<5 \*

force of a verb. The doer of the adjective is annexed to the personal pronoun , ^ , the

antecedent of which is the qualified noun.

£

In brief, there are two types of cJLn, the adjective; namely the Actual Adjective,

\$ „ » > . «• ‘ ti - 0 . r^i

cJofl . and the Relative Adjective, y..M • The latter desc

✓

ribes a noun related to, and annexed to a pronoun referring to, the qualified noun. It is a peculiar Arabic style.

v. In addition to the agreement between the adjective and its qualified noun in the case and in being definite or indefinite, the Actual Adjective agrees with the qualified noun in two other respects;

1 — 1

namely, the gender and the number. In Example 1, they are both Masculine Singular; in Example 3, both are Fein. Singular; in 2, they are fem. dual; and in 4, they are masc.

i 1 ",

plural.

vi. The Relative Adjective agrees with the gender of its doer. Therefore; it may not agree with its qualified noun in gender or in number. Thus, the qualified noun in 5,

u ^

is masc. dual, whereas its adjective : » s Fern. Sing.; and in 6, the

qualified noun:

"y \* ' "

Is fein. pi., whereas the adjective : is masc. sing.

v. We may summarise the above as follows :

(a) The adjective may be Actual or Relative.

(b) The Actual Adjective agrees with the qualified noun in 1 .—The case of declension

**36i - m**

2. —Being definite or indefinite

3. —The gender

4. —The number

(c) The Relative Adjective agrees with the qualified noun in 1 .—The case of declension

2.—Being definite or indefinite

(d) The Relative Adjective is always singular and agrees with the gender of its doer which is annexed to a personal pronoun referring to the qualified noun.

**362 - nr**

## EXERCISES

1. —What is the meaning of the terms : Actual Adjective and Relative Adjective ?

2. —What is the position of the Adjective in relation to the qualified

noun ?

3. —Transform the following sentence, which speaks of a masculine singular, into fem. singular,

masc. and fem. dual and masc. and fem. plural ;

01 j\* - di\* \*\*\*

“A restrained foe is better than-an insolent friend”

جَاهِلٍ

4.—Identify the Actual and Relative Adjective in the following :

New York is a big city.

t' ^ \*r ' V > v

In it there are many museums and \*

wide squares.

And lofty buildings caUed sky-scrapers. ^ ^ J \ Ilj XLJIpOCm

And gardens the trees of which are tall\*

and the flowers of which are beautiful.

And in it there is the U.N. Organisation. oJbJuJl ll/«

And in it appear the internationally ( + ,

And in

influential news-papers.

•The Broken Plural may be qualified by a singular fem. adjective.

And in it there are the leading publishing houses.

But its weather is a weather whose air. is humid.

And its summer is a summer the heat of which is intense.

And its winter is a winter the cold of which is severe.

And in it there are banks the wealth of them is great.

And the greatest international Stock Exchange.

\ \*' \* < rV

a «l Lfe \* > \* i

^ V \* ^ ' W /

■M#

/ / si S

My ^ 4^

JjVt a-5-JUJi SvjjJi

**364 - ru**

\ ^

## LESSON 32

### THE EMPHASIS

Meaning

I shall never, never break a covenant. The President arrived,  
Arrived.

## Examples

A

> > £

O<sup>f</sup> V « V

u<sup>^</sup>-r 1 j-\*\*\* 4

I earned one thousand dollars. One thousand dollars.<sup>^</sup> jSCiMjSCdf •

4 \*

Do your duty. Do your duty !

The President, himself, arrived.

The President, his eye, (himself), arrived.

I read the book, all of it.

The students, all of them, succeeded. The twins, both of them, won.

I saw the twins, both of them.

The two girl students, both of them, won. I love the two girl students, both of them.

Jlpl C

'' ✓ W ^

B

**ilr ohi**

◆ / - /

• " " ■' \* wff u ' ' '

$$(*4*_{-}^{*6}$$

3

4

5

6

7

8

9

10

£iur ouujji oju ii

 $\hat{O} \hat{\otimes} \hat{\otimes}$ 
$$^{\wedge}| < \ll J I a, 1 ^{\wedge}$$

We, ourselves, climbed that mountain. |j£ 13

Did you, yourselves, climb this mountain ? ? IJLft lljtt 14

Table captionMeaning

Table captionExamples

He, himself, climbed this mountain.

I treated him, himself, well.

~~He~~ shook hands with her, herself.

Notes :

The ~~juTy~~;

, Emphasis, is a follower which is used to assert a statement and remove any

possible doubts on the part of the listener.

ii. In group A above, the emphasis is served by repeating the word; i.e., the particle, the verb, or the noun, or all the sentence. This is tangibly clear from the four examples under A. Howe

ver, when the repeated word is declinable, like the word \ , a thousand/ example 3, the emphatic word follows the case of the emphasised word.

This type of : in which the emphasis is served by repetition is called

tS 9 / ^ '

i 'Formal Emphasis'.

iii. In the examples given under B, the emphasis is served not by repeating the word but by employing another word annexed to a personal pronoun referring to the emphasised noun. The Emphatic word is one of the following terms :

~~(Self~~ self, itself)

~~by~~ also meaning 'self'

Cx?

i \*

~~£~~ All emphasises a full quantity or number

~~£~~ All

## 366 - rn

\*\$&" '■ Both, Fern. \ - \ < T

/ • '

The type of xS" y employing one of the above words is called i.e.,

‘The Significant Emphasis’.

iv. We note that the xS'y follows the case of the stressed word, and that the emphatic terms take the simple vowel ending except \*<sup>5</sup> and (-) < ' which have the dual Alifin the nominative case, and the dual Ya' when they are accusative or genitive.\* In this respect they are regarded as quasi dual. They are not real dual because they have no singular. Moreover, as emphasis, they are invariably annexed to a (dual pronoun the antecedent of which is the emphasised noun. This applies also to the other terms of Significant Emphasis.

v. In the examples under C, the attached personal pronouns are emphasised; but, as we see, the

emphasis is not served by the employment of the word : or , but by the employ

ment of the equivalent nominative detached Pronoun. This type of 1 /' -in which the attached pronoun is emphasised by the nominative detached pronoun is regarded as belonging to the division of The Formal Emphasis. We have to note, however, that the detached pronoun employed as emphasis for an attached or concealed pronoun has to be of the nominative category of the detached pronoun, even though the emphasised pronoun may be in the accusative or the genitive case.



•When ^ or [jjg' are not used as emphasis they come with the Alif always. Then they simply mean, "both of". Examples : Both of the two boys came :

Both of the two girJs came :

كِلَا : Both, Fem. كِلْتَا

The type of تَوْكِيدُ employing one of the above words is called تَوْكِيدٌ مَعْنَوِيٌّ i.e.,

'The Significant Emphasis'.

iv. We note that تَوْكِيدُ follows the case of the stressed word, and that the emphatic terms take the simple vowel ending except كِلَا and كِلْتَا which have the dual *Alif* in the nominative case, and the dual *Ya'* when they are accusative or genitive.\* In this respect they are regarded as quasi dual. They are not real dual because they have no singular. Moreover, as emphasis, they are invariably annexed to a dual pronoun the antecedent of which is the emphasised noun. This applies also to the other terms of Significant Emphasis.

v. In the examples under C, the attached personal pronouns are emphasised; but, as we see, the emphasis is not served by the employment of the word : نَفْسٌ or عَيْنٌ, but by the employment of the equivalent nominative detached Pronoun. This type of تَوْكِيدُ in which the attached pronoun is emphasised by the nominative detached pronoun is regarded as belonging to the division of The Formal Emphasis. We have to note, however, that the detached pronoun employed as emphasis for an attached or concealed pronoun has to be of the nominative category of the detached pronoun, even though the emphasised pronoun may be in the accusative or the genitive case.

\*When كِلَا or كِلْتَا are not used as emphasis they come with the *Alif* always. Then they simply

mean, "both of". Examples : Both of the two boys came : حَضَرَ كِلَا الْوَلَدَيْنِ

Both of the two girls came : حَضَرَتِ كِلْتَا الْبَنَتَيْنِ

vi. We may thus summarise the above as follows :

(a) Thej^Vjis a Follower that comes to assert a word or a statement and remove any doubt

... i.t.\* —+ aP fV»« lictAnpr

on me p«i i \*\*^\*.w~—

(b) Thej^Vj is two categories; 'Formal', in which the emphasis is served by repeating the

word or the pronoun; and 'Significant', in which the emphasis is served by employing one

\*V; •» „ \*y \* , .

of six assertive or quantitative terms; namely, {J ~Ju 4 4 jS 4 a "

NiS" (Fern. ) These terms when they are so employed must be annexed to the

/• ^

pronoun of the emphasised noun.

(<0 The " follows the emphasised word in its declension case only; except the word

\* ~ y 0 .

yg' which also follows its gender, becoming ^JlT for the Feminine.

## EXERCISES

1.—Re-write the following sentence three times employing a Formal Emphasis each time. \ ^ \ \ ' CV J 'The weak will never be the victor'.

2 \_Emphasise the attached personal pronoun in the following, by a detached personal pronoun :

We .succeeded

I . ran ten miles.

They .play this morning.

They .. bought this house.

**jet . . .**

^\

**u»...**

**U\* . . .**

err

**368 - HA**

Depend

on yourself

Improve.your hand-writing.

« • t « | #

• \* i

3.—Apply a Significant Emphasis in the following, using an Emphatic term once only

Respect your two parents.

Be sympathetic with your two sisters.

Your father and brother.love you.

Your mother.came.

I met your son.

The storeman (guard of the store) stole the wealth.

The listeners . were pleas .

....

.... dili-f Jp otUpl

. . . dJuf

dJU cXlJ

✓ O /

. JUi OjUJI <3>

A '• »?, \*\*

.... 1 jtM

11

369 - rw



# LESSON 33



# CONJUNCTION \L'J

Meaning Examples

&P\* ^ U<sub>sy</sub> J<sub>s</sub>S i

Mr. Johnson and Mr. Nixon assumed the presidency of the U.S.A.

<u\*L»j X-J1\_> U\_j~> LJ JUJI jy 2

Mr. Nixon and Mr. Johanson assumed the presidency of the U.S.

<u\*bj JL\*Jl ^y 3

Mr. Johanson then Mr. Nixon assumed the presidency of the U.S.

Pp^i ^ 'JMi O «& «

Mr. Lincoln and then Mr. Nixon assumed the presidency of the U.S.A.

Take<sup>TM\*</sup> rou,!. j^Jjl ^Ul ^Jjl 5

That far figure is either a hill or a big house. \*f jj i\_J| Mj ( | jj, 6

Do you study engineering or commerce ? ? SUksiVt ft i&Jujfl 7

Take route 7, not Route 8. V ^Ul j-jjtjf «

I did not eat grapes but apples. £ 9

I did not visit Jerusalem but Beirut. ^Oill 0\* >j l« 10

The boy ate the fish, even its head, '{ <'\*. \ \ jJ\$ \ Jr! H

I came to visit you and to buy my needs, hjj jf ^ 12

371 TY1

## LESSON 33

### CONJUNCTION الْعَطْفُ

#### Meaning

#### Examples

1 تَوَلَّى السَّيِّدُ جُونْسُونُ وَالسَّيِّدُ نِيْكَسُونُ رِئَاسَةَ الْوِلَايَاتِ الْمُتَّحِدَةِ الْأَمْرِيكِيَّةِ

Mr. Johnson and Mr. Nixon assumed the presidency of the U.S.A.

2 تَوَلَّى السَّيِّدُ نِيْكَسُونُ وَالسَّيِّدُ جُونْسُونُ رِئَاسَةَ أَمْرِيْكََا

Mr. Nixon and Mr. Johanson assumed the presidency of the U.S.

3 تَوَلَّى السَّيِّدُ جُونْسُونُ فَالسَّيِّدُ نِيْكَسُونُ رِئَاسَةَ أَمْرِيْكََا

Mr. Johanson then Mr. Nixon assumed the presidency of the U.S.

4 تَوَلَّى السَّيِّدُ لِيْنِكُولْنُ ثُمَّ السَّيِّدُ نِيْكَسُونُ رِئَاسَةَ الْوِلَايَاتِ الْمُتَّحِدَةِ الْأَمْرِيكِيَّةِ

Mr. Lincoln and then Mr. Nixon assumed the presidency of the U.S.A.

5 Take route route 8. أَسْأَلُكَ الطَّرِيقَ السَّابِقَ أَوْ الطَّرِيقَ الثَّامِنَ

6 That far figure is either a hill or a big house. هَذَا الشَّيْءُ الْبَعِيدُ تَلٌّ أَوْ مَنْزِلٌ كَبِيرٌ

7 Do you study engineering or commerce ? أَتَدْرُسُ الْهَنْدَسَةَ أَمْ الْاِفْتِصَادَ ؟

8 Take route 7, not Route 8. أَسْأَلُكَ الطَّرِيقَ السَّابِقَ لَا الثَّامِنَ

9 I did not eat grapes but apples. مَا أَكَلْتُ عِنَبًا بَلْ تَفَاحًا

10 I did not visit Jerusalem but Beirut. مَا زُرْتُ الْقُدْسَ لَكِنْ بَيْرُوتَ

11 The boy ate the fish, even its head. أَكَلَ الْوَلَدُ السَّمَكَةَ حَتَّى رَأْسَهَا

12 I came to visit you and to buy my needs. حَضَرْتُكَ سَيِّ وَأَشْتَرِي حَاجَاتِي

#### Notes :

i. The term  $j > Uc$  . means 'sympathy,' hence it is grammatically used in the sense of conjunction as it unites two words in a sympathetic relationship; and the second takes the case of the word

it is joined to by means of a conjunction.

ii. The frequently-used conjunctions are :

1 . —The Waw . which unites two parts, implying no chronological order between them; as we see from the first two examples above.

2 . \_The .then, which implies that the first part comes before the second without a long

interval.

J 1

3 \_ \*■ ‘and then’ which is like the Fa, but implies the existence of an interval.

r

4 . \_ 0 j\ ‘or’ which implies a sense of .choice’ or .doubt’ as in Examples 5 and 6 respectively.

5 . — °\ ‘or’ which falls within an Interrogative sentence.

6 .— ^ which is also a negative particle.

O O

7 - 8 .— and which mean ‘but’, and

9 .— -C. which means ‘even’ or ‘including’

L

iii. The conjunction may unite two nouns, as we see in the first eleven examples; it may unite two verbs as we see in Example 12.

iv. The noun or the verb which follows the Conjunction assumes the case of the noun or the verb preceding the conjunction.



# EXERCISES

Insert appropriate conjunctions in the blank

The Prince built a palace.a mosque.

Was it Xlf you met.Khalid ?

spaces in the following sentences :

\* ( / to < .

.... j-v\*V I

? . . , cdjli Uipi

We shook the tree.its fruit fell.

Eat the ripe fruit.raw (fruit).

I did not read all the book.part of it.

**L\* > 1 aJL\* ... 5H LJJ^a**

^

\* ' iVfi f'-f \*1

**. . . <dS t\_jb> JI I j\* I**

(He) sowed the seed. he harvested it.

I did not meet him.met his agent.

The defeated (party) lost everything.his honour.

iw-.... L^Ii ji;

ilTj. liu . . . £

^ \* •

J\*\* . . . ^J5

t' \*•{ # '(l

Wear a hat . a fez.



# LESSON 34



# THE SUBSTITUTE Jj£jf



Examples

Dr. Farig & Co.

Under the Imam 'Ali.

The Lady Maryam (Mairy) was pure.

•£: fcfjf

The house, its door, was broken.

Half the fish, its half.

I saw the boat, its mast.

The king, his army, was successful.

I heard the speaker, his speech.

t ✓

Admired the hero, his courage.

Ahmad, Hamid, came.

4 »

I read the book, the newspaper.

t ObSOI Ol J

<•/ » ✓ y

Last, read the book.

• X ✓

I was glad with failure, success.

## LESSON 34

### THE SUBSTITUTE الْبَدَلُ

#### Meaning

#### Examples

Dr. Farid is fine.

الدُّكْتُورُ فَرِيدٌ لَطِيفٌ 1

I love the Imām 'Ali.

أُحِبُّ الْأَمَامَ عَلِيًّا 2

The Lady Maryam (Mairi) was pure.

السَّيِّدَةُ مَرْيَمُ طَاهِرَةٌ 3

The house, its door, was broken.

انْكَسَرَ الْمَنْزِلُ بَابُهُ 4

(He) ate the fish, its half.

أَكَلَ السَّمَكَةَ نِصْفَهَا 5

I saw the boat, its mast.

نَظَرْتُ إِلَى السَّفِينَةِ شِرَاعِهَا 6

The king, his army, was successful.

انْتَصَرَ الْمَلِكُ جَيْشُهُ 7

I heard the speaker, his speech.

سَمِعْتُ الْخَطِيبَ حَدِيثَهُ 8

I admired the hero, his courage.

عَجِبْتُ مِنَ الْبَطْلِ ، شَجَاعَتِهِ 9

Ahmad, Hamid, came.

حَضَرَ أَحْمَدُ ، حَامِدُ 10

I read the book, the newspaper.

قَرَأْتُ الْكِتَابَ ، الصَّحِيفَةَ 11

I ate, read the book.

أَكَلْتُ ، قَرَأْتُ الْكِتَابَ 12

I was glad with failure, success.

سُرِرْتُ مِنَ الْفَشْلِ ، النَّجَاحِ 13

#### Notes :

i. The J j (j .Substitute/ is the second word in a pair of words, which clarifies, specifies or corrects the first word; and it follows the grammatical case of the first word.

ii. We often give the title or the class of a person before mentioning his name. We say ; Miss, Mrs., Dr., Sir, Marshall, President or Mayor So and So. The name which follows the title

is its Substitute and follows its case. This is the style we encounter in the first three examples above, where we have the following pairs of nouns :

Doctor Farid, Imam 'Air and Lady Maryam.

$y > 0$  ,  $Z$  ,

is a Substitute of  $j^{\wedge} \$ j$  LJp

is Substitute of and  $Sr^*$  is Substitute of JjuJI . Let us call this type of Jju

■ \ , 9 \

in which the two words are equal : The Full Substitute. .

✓

iii. In the next three examples^ we can see a different relationship between the two parts of the pairs of nouns. The first is a total and the second is a part of it and is annexed to its personal

pronoun.

The speaker generalises and says :  $\{yS\} < \text{the house}$  wasshunaged/ and then sped

✓ ✓

fies and says : .its doer.' In the next example the word l ' the Ash' h mentioned

. \*

' 9

first, as if it was all eate'\ but then l 'its half/ is mentioned to specify the amount



really eaten. In the next example, No. 6, the word s; . a<sup>1</sup> 1 1 .the boat', is given, as if it was seen

>

all of it; but then the word: ,its mast' is given to specify the part the speaker apparently

saw from far. Let us call this category of substitute, the Partial Substitute;

t Y, ^

It is clear that it is a peculiar style. The speaker could simply say :

i

JjJUJl uu s-<sup>\*</sup>l , "The door of the house

' \* Is broken."

## 376 - YVI

The door of the house was broken; r l l ^J5"] ^ (He) ate half the fish', and :

E'j£ <il 'I saw the mast of the boat. This strange style is

regarded as an eloquent one, as it strikes the listener more effectively.

vi. In the next three examples, 7-9, the second word does not mean the same as the first and is not apart of it; but it denotes something related to it. The word 4 » 'his army.' is something

\* Jt ^ ^ /\* fi/ 4

related to . 'the king'; 4 \*, 'his speech is related to .U<sup>1</sup> l l 'the

speaker,' and

'the hero,. The second word is also annexed to a personal pronoun, the antecedent of which is the first noun. Arabic grammarians

3

call thisj ^ -\*4 QjJ . i.e., 'The Containing Substitute', as it contains the personal pronoun of the first word; but we prefer to call it, 'The Related Substitute' Otherwise, the Partial Substitute also contains the Pronoun of the first word. This type ofJjJ like the preceding one, is a peculiar Arabic, but eloquent, style.

'his courage', is related to JL .1 1

v. In the last four examples, 10-13, the second word is completely unrelated to the first one, but the

speaker makes a verbal mistake and immediately corrects it by giving the right word. Therefore,

Arab grammarians call this category • I I ,] L L l l Jjj "Substitute of the Wrong,

.\* J • ^

✓ /

or Forgetting," but we prefer to translate it as the Corrective Substitute, since it corrects an error.

vi. However, the Substitute of all the four divisions follows the case of the first word, and we may thus sum up all the above as follows :

## 377 - TW

(a) The J .Substitute,' is the second in a pair of words which clarifies, specifies or corrects

the first word and follows its case.

(ft) There are four kinds of Substitute; namely. The Fuii, The Partial, The Related and The Corrective Substitutes.

# EXERCISE

Identify the Substitute and its category in the following sentences :

God sent the Prophet Muhammad.

My brother Ahmad is active.

I bought the tree, its fruit.

The flower, its odor, pleases me.

The nightingale, his voice, entertained us. The book, its cover, was torn.

I ate the orange, the apple.

The preacher, his tongue, pleased me.

\zrjƒ

\* •«

^ j33i uiki

^/? s'

Jiullf , 2u%!i 'cJH ijCJ

## 378 - rVA

PART m APPENDIXES

379 — m

**PART III**  
**APPENDIXES**



## APPENDICES

## **A. SUMMARY OF THE DECLENSION ENDINGS**

# i. “NOUNS”

(c) The Singular and Broken Plural :

i. Unless the noun ends with a long vowel Alif or Ya,' or it is a diptote, the ending of the nominative is a clear dammah, that of the accusative is a clear fathah and that of the genitive is a clear kasrah, The same applies to a diptote prefixed by J| or annexed to another noun.

ii If it is a < //jptofe, “un-nunated noun,” not suffixed by J| or annexed to another noun, it takes the dammah ending if it is nominative and the fathah if it is accusative or genitive.

iii. If the noun ends with a long vowel Alif, ail the above three signs are to be assumed; if it ends with a long vowel Ya,' the nominative dammah and the genitive kasrah are to be assumed over the Ya' but the accusative fathah apperars on the Ya\*.

(b) The Dual :

Nominative : The Alif is the ending followed by a Nun with a kasrah.

accusative and genitive ? : The dual Ya;\* i.e., the Ya' preceded by fathah and followed by kasrah.

(c) The Sound Masculine Plnrul :

Nominative : The Waw followed by Nun with fathah.

Accusative and Genitive : The sound masculine plural Ya; i.e., the Ya' preceded by kasrah

and followed by fathah.

(d) The Soaad Fein. Plural :

Nominative : The dammah vowel.

»

Accusative and Genitive : The kasrah vowel.

(e) The Five Noam : i.e.,

i c c i

A. If they are annexed : Nominative : The Waw, Accusative : The Alif, Genitive: The Yd

3 \*

B. If they are not annexed, they are to be treated like the ordinary nouns, bearing the usual vowel

\* \* y

endings. The noun

becomes

فم .

382 - TAT

## ii. THE IMPERFECT VERB

jLtfl

(a) Verbs with sound ends, unsuffixed by a subject pronoun :  
Nominative : The clear vowel dammah', e.g..

Accusative : The clear fathah ; e.g.,

Jussive : A sukarn ; e.g..

## (i) Weak Verbs :

Nominative : The vowel dammah is assumed on the weak letter;  
e.g.,

SOS • /

4 4

Jos

Accusative : The fathah is assumed on the Alif, e.g., ^\*,.1 jj ;but  
appears on the Ya 'and the

Waw. You say, Vj and ^ Vj .

Jussive : Remove the weak letter,' but retain the old preceding  
vowel. You say :

' » s o 'n o ^ o".

4 p and ^\*-4 p-J •

(c) The Five Verbs; namely, verbs suffixed by the Dual subject Alif  
or the Plural Waw or the Fem Ya' :

Nominative : Let the Nun after the pronoun surwe. You say :

«- ' wi. ^ > > Is ^ L ^1^

Accusative and Jussive : Delete the Nun. Thus you say :

• 'I ^ 1/ • 'I I SOS si % 9 s st isos

**jru jj, 0 j c ^ < yru ^**

L5

and

**^ % S S 2 , / ■ x® ^ 2 / / 2 ^ S } ^ S \* S**

**jru pj < ijjn: 4 i^jtu 4 jj 4 \*rb jLi**

**383 — TAT**

## ii. THE IMPERFECT VERB الْفِعْلُ الْمَضَارِعُ

(a) Verbs with sound ends, unsuffixed by a subject pronoun :

*Nominative* : The clear vowel *dammah*; e.g.,

يَأْكُلُ

*Accusative* : The clear *fathah*; e.g.,

لَنْ يَأْكُلَ

*Jussive* : A *sukūn*; e.g.,

لَمْ يَأْكُلْ

(b) Weak Verbs :

*Nominative* : The vowel *dammah* is assumed on the weak letter; e.g.,

يَدْعُو ، يَمْشِي ، يَسْعَى

*Accusative* : The *fathah* is assumed on the *Alif*, e.g., لَنْ يَسْعَى : but appears on the *Yā'* and the *Wāw*. You say, لَنْ يَمْشِيَ and لَنْ يَدْعُو .

*Jussive* : Remove the weak letter; but retain the old preceding vowel. You say :

لَمْ يَدْعُ and لَمْ يَمْشِ ، لَمْ يَسَعْ .

(c) The Five Verbs; namely, verbs suffixed by the Dual subject *Alif* or the Plural *Wāw* or the Fem *Yā'* :

*Nominative* : Let the *Nūn* after the pronoun survive. You say :

تَأْكُلَانِ ، يَأْكُلَانِ ، تَأْكُلُونَ ، يَأْكُلُونَ ، تَأْكُلِينَ

*Accusative and Jussive* : Delete the *Nūn*. Thus you say :

لَنْ تَأْكُلَا ، لَنْ يَأْكُلَا ، لَنْ تَأْكُلُوا ، لَنْ يَأْكُلُوا ، لَنْ تَأْكُلِي

and

لَمْ تَأْكُلَا ، لَمْ يَأْكُلَا ، لَمْ تَأْكُلُوا ، لَمْ يَأْكُلُوا ، لَمْ تَأْكُلِي

## **B. THE UN-NUNATED NOUNS**

The 'clear' noun, definite or indefinite, is ordinarily nunated unless it is prefixed by the definite



+ \*

article or is the first part in a construct phrase. Therefore, such words as i and

t \* J

^ ✓ \_

are nunated. You say :

L\*L»

◆ >

. ' f

— 1

+ ^ i

oJL\_ a

\* . S L '

■ J \*• ◆ « t

1

0 s5> \ I A

# But if you say : S<sup>^</sup>JJl ,|jjl LlJ iU\*

✓ > .. • \* » \*

\* x

the nunation disappears. The noun is here used as the first part in the constuct phrase:

\$ } s ^ y ^ s y

jiwUi an < l the nouns : and ^ are prefixed by the definite article.

However, there are eleven categories of noun which are never nunated, even when they are not so prefixed or annexed. Six of these are proper nouns. ^ J c. ;four are adjectival common nouns, in addition to two other special categories.

A. The un-nunated ,‘proper noun/ is :

1.—Feminine names, suffixed by the Feminine sign or otherwise, including feminine names

used for masculine persons\*

## B. THE UN-NUNATED NOUNS

The 'clear' noun, definite or indefinite, is ordinarily nunated unless it is prefixed by the definite article or is the first part in a construct phrase. Therefore, such words as **بَابٌ** , **دَارٌ** and **كَبِيرٌ** are nunated. You say :

هَذَا بَابٌ - فَتَحْتُ بَابًا  
هَذِهِ دَارٌ - أَسْكُنُ فِي دَارٍ  
هَذَا بَابٌ كَبِيرٌ  
هَذِهِ دَارٌ كَبِيرَةٌ

But if you say : هَذَا بَابُ الدَّارِ الْكَبِيرَةِ

the nunation disappears. The noun **بَابٌ** is here used as the first part in the construct phrase:

**بَابُ الدَّارِ** and the nouns : **دَارٌ** and **كَبِيرَةٌ** are prefixed by the definite article.

\* \* \*

However, there are eleven categories of noun which are never nunated, even when they are not so prefixed or annexed. Six of these are proper nouns. **عَلَمٌ**; four are adjectival common nouns, in addition to two other special categories.

A. The un-nunated **عَلَمٌ**, 'proper noun,' is :

- 1.—Feminine names, suffixed by the Feminine sign or otherwise, including feminine names used for masculine persons.

(a) Examples of

iluti c

feminine names with

feminine signs :

(6) Examples of feminine names without the fern, sign ;

t Lj tOljji cJLjIa t ^ (Egypt) jio (Damascus) .

(e) Examples of names with fem. signs, used for masculine : t , \* 4 A

2uj&4 .(the renowned Umayyad Caliph,) , (his great grand-father,)

\* S

and (Zacharia).



2 .—Foreign Arabicised names, such as :

(a) The Biblical names of :

٤٢٠

(Abraham)

Table captiony s \*

Table caption4 <s~“£

، اِسْمَاعِيْلُ ،  
، كَاوُدُ ،

# oO*i* c

«•

.\*

VJi'

~~JK~~ >

4T 3 \*\* 4

(, b ) Other foreign Arabicised names, such as

~~Wlrm~~ 4 •

c

01' > C

However, foreign Arabicised names consisting of three radicals only are nunated,

\* \* + \* such as : and

— \* s\* t \

3.—Names suffixed by the combination of Alif and Nun, such as :  
jbJSp i OL^wj and oCi .

386 - TAA

> /\* f

4.—Names the form of which resembles the patterns of the verb  
such as. ^ jLt .which resembles

s\*\* \* s \* 0 s

the verbal pattern of J,\*il .'and Xijj which resembles the verbal  
pattern of J. ' A ,

„ , »S , / ,O \* \*

5 . —Compound names, like: JU\* and LijyyJt

6 . —Names consisting of three radicals of the pattern of such as  
and

B. The adjectival unnunated noun is four categories :

> 'V

1 .—A masculine adjective of the pattern .such as :

dCj\* t Oliiap c 0I> - t 0^ c 0U>

2.—A masculine adjective the form of which resembles the pattern  
of the verb, such as :

V. # .f »f

^ \* ■ s

3.—An adjective of the pattern of or indicating an arranged  
number, such as :

j and £jy > . You may say :

" l ' . ".\* .\*\*-\*?, I" s st s S St S ^

£~Ljj £k>" ' ' or Qj A

That is, the troops come in files each consisting of four.

\* s> t

3.—An adjective of the pattern of and this is the word ‘else\* or  
‘other’. You may

<?£ S i M ^

sa y : >IJ . i \*} j«;U« ; “i shall visit you some other days.’

s { (?E

' Ji, "JJJ 1

C. The other two special categories are

1.—A broken plural of any of the patterns :

JjUi t Jjfi 6 Jpli or JapI i .

387 - TAV

4.—Names the form of which resembles the patterns of the verb such as أَحْمَدُ, which resembles the verbal pattern of أَفْعَلُ; and يَزِيدُ which resembles the verbal pattern of يَفْعِلُ.

5.—Compound names, like: مَعْدٍ يَكْرِبُ and نِيُوِيُورُكُ.

6.—Names consisting of three radicals of the pattern of فَعْلٌ such as: عُمَرُ and زُفَرُ.

B. The adjectival unnūnated noun is four categories :

1.—A masculine adjective of the pattern فَعْلَانُ, such as :

شَبَعَانُ ، مَلَانُ ، سَكْرَانُ ، عَطْشَانُ ، غَضَبَانُ

2.—A masculine adjective the form of which resembles the pattern of the verb, such as :

أَصْفَرُ ، أَخْضَرُ ، أَحْمَرُ ، أَبْيَضُ ، أَفْضَلُ ، أَحْسَنُ

3.—An adjective of the pattern of مَفْعَلٌ or فُعَالٌ indicating an arranged number, such as :

رُبَاعٌ and مَرَبِعٌ. You may say :  
جاءَ الجُنْدُ مَرَبِعَ مَرَبِعٍ or جاءَ الجُنْدُ رُبَاعَ رُبَاعٍ

That is, the troops come in files each consisting of four.

3.—An adjective of the pattern of فُعْلٌ, and this is the word أُخْرُ 'else' or 'other'. You may say : سَأَزُورُكَ فِي أَيَّامٍ أُخَرَ : "I shall visit you some other days."

C. The other two special categories are

1.—A broken plural of any of the patterns :

مَفَاعِلُ or مَفَاعِلُ ، فَعَالِلُ ، فَعَائِلُ

by a kasrah, such as :

\* ,v ' -iV . \*

\* \* .



2 —A common noun suffixed by the Feminine elongated or short Alif, whether it is an adjective

or otherwise, such as :

4 ( 3 \*

",•> .i -' 0 •- .JM

„L?- 4 \*1 4 4 \*1

In other words, nouns ending with the fern. Alif are unnunated, whether they are proper nouns or not. But nouns with the fem. Ta' are unnunated when they are proper nouns like : > hut they are nunated when they are common nouns, such as :

s

\*y \*4 s '

4 and .

<•/ • + +

388 — YAA

### C. THE ARABIC SENTENCE

The Arab grammarians divide the simple sentence, from the point of view of the word it begins with, into Nominal, which begins with a noun; and verbal which begins with a verb.

From another aspect, the sentence is either Initiative or Informative . The Initiative is the Imperative and the Interrogative; and the Informative is the indicative which informs; it does not command or ask a question.

From the point of view of its function, the sentence is either Independent with no specific role beyond its meaning, or Functional, playing also an additional role. The Independent

sentence.

is the initial sentence; namely, that which begins a statement. Both categories of

✓

the initiative sentence are Independent; so is the informative which begins a statement.

The Functional sentence is that which falls within a statement and may play one of the following roles :

1 .—Completing a relative pronoun; e.g.,

أَلَيْسَ أَبُوهُ غَنِيٌّ مُدَلِّلٌ

\* 'o s t V'

2 .—Serving in the conditional main or subordinate clause, e.g.,

O s' ° s O ' Q S 0 S'

3. Serving as the predicate of a subject of a nominal sentence, or of j|S'™\* and its sisters or j|^ and its sisters; e.g..

” -M. , s \*

Ufi. oi

oo

عَلَى وَجْهِهِ مَلِيحٌ

389 - W

• i-'

5 j~ ap ~ 4

/ . l \_ \_ \* 1 \* \_ - / i r A U < < 1 fn«a n»V»illft\

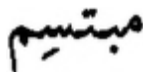
(VUl came SlUULUg; 'AVIl taiug, mo law aiiioimi\*/

5 \_Jt also serves as an adjective if it follows an indefinite noun in a complete statement. E.g.;

\*\* -'o> ffia s •\*.> / <

Hrj Jr j 4

(A smiling man came. A man with a smiling face came.)



IaOu jZ-j ^

390 - rv

## D. THE INFINITIVE “GERUND OR VERBAL NOUN”

We have chosen to regard the Past Tense as the root of the Arabic words. Some other scholars, on good grounds too, regard the Infinitive the root. What is important, however, is to learn how to derive the Infinitive if we know the past tense.

The past tense may consist of three or four radicals only. Each of these radicals makes a syllable consisting of a consonant and a vowel.

The trilateral verb, which is the most frequent type of verbs, can be increased by adding one, two or three letters, to become four, five or six radicals-the maximum a verb may reach. The Quadrilateral verb may also be increased by one or two letters to become five or six letters.

The Infinitive of the bare trilateral verb is the most difficult, not only

in that it has many patterns, but also it does not follow a water tight rule. The triliteral verb, being the most commonly used, seems to have had primitive infinitives which acquired popular use leading to their perpetuity.

Let us therefore begin by the six-and five-lettered verbs which are more regular, and then come to the three-lettered verb:

(a) The five and six lettered verbs, of all patterns, whether they are increased triliteral or increased quadriliteral, beginning with a ta > or with a hamzah :

i The Infinitive of the verb which begins with a Td' takes the same form of the past tense, except that the penultimate consonant assumes the vowel fammah. Thus the infinitives of :

I- However, if the last radical the kasrah vowel, so that the

s a long vowel ? pattern becomes

Alif. the penultimate

# Utli

takes

**391 — TM**

## D. THE INFINITIVE الْمَصْدَرُ "GERUND OR VERBAL NOUN"

We have chosen to regard the Past Tense as the root of the Arabic words. Some other scholars, on good grounds too, regard the Infinitive the root. What is important, however, is to learn how to derive the Infinitive if we know the past tense.

The past tense may consist of three or four radicals only. Each of these radicals makes a syllable consisting of a consonant and a vowel.

The trilateral verb, which is the most frequent type of verbs, can be increased by adding one, two or three letters, to become four, five or six radicals-the maximum a verb may reach. The Quadrilateral verb may also be increased by one or two letters to become five or six letters.

The Infinitive of the bare trilateral verb is the most difficult, not only in that it has many patterns, but also it does not follow a water tight rule. The trilateral verb, being the most commonly used, seems to have had primitive infinitives which acquired popular use leading to their perpetuity.

Let us therefore begin by the six-and five-lettered verbs which are more regular, and then come to the three-lettered verb:

(a) The five and six lettered verbs, of all patterns, whether they are increased trilateral or increased quadrilateral, beginning with a *tā'* or with a *hamzah* :

i The Infinitive of the verb which begins with a *Tā'* takes the same form of the past tense, except that the penultimate consonant assumes the vowel *damma*.<sup>1</sup> Thus the infinitives of :

---

1- However, if the last radical is a long vowel Alif, the penultimate takes the kasrah vowel, so that the pattern becomes:

تَفَاعَلَا

✓ Z' ^ ^ ^ ^

. < . jfjz i JjU: c JSUj c ^SU; 4 4

X V ^ ^

»JLaJ 4

} y s

are : \ y °~, 7 c IˆTjJ 4 \*5\jOaj 4 SfˆUJ 4 1 «oL2j 4 UJ-Aj 4

(Note that we prefer to express the infinitive as a nunatcd accusative, assuming that it is an Absolute Object to an omitted verb).

ii The infinitive of five or six-lettered verb, beginning with hamzah is formed by applying a Kasrah to the third letter of the past tense, and adding a long vowel Alif before the last radical.

Thus the Infinitives of the verbs :

4 ^ O

/« / /•/ o

are :

\* ^ O \* y o

4 C-\!Lsl»\ 4 tJliukl 4 4 Ulvˆpl 4 4 UfcAkjl

• J \* J y s y y ^ ✓

y y '

(b) The Four-Lettered Verb :

i. For Jj£ > , the infinitive is the same as the past tense with the addition of the final Fern. Ta\ Thus the infinitives of :

**O.. , v\*" " " "X\*\ v.r 'i'\*, '•**

and J4 4 4 J jj 4 4 j

are :

and 4 4 2t£ 4 4 4 s^j

However, some of this pattern of may also take the measure :

Jm'JJ's and j may have the infinitive and - V'jJj .

### **392 - nr**

"• For Jail , the infinitive is : ^Uj| , unless the verb is weak in the ,  
Ayn 1 in which

s

case it is : rendered : ^JUI . Thus the infinitives of the verbs :

\*

are :

. ij|i\ and U\Zl c ilil <. VI 4 ui'ri t HCJ-I

« jlSl and OLpi 4 ffl 4 £ yC\ 4 |> J?\ i

V <\* ^ s & a

r • \ i mi \*

iii. For

and

Jpli is and -Thus,for <\_££. ;



■•" ^ I\*! •\* • Vfl" Yr', ' > ' X \* \* \* ' \* \* ' '

\*is VlJb- 4 ; UU > . 4 wli- • UL5J 4

✓ ^ • /

\*, s' f \* ' '

aiifi and C&> . 4 ' ~ £XX

\* ■ \* \*

\* •

iv. For the infinitive is the pattern So, the infinitive of : and

^ V''' ^ x »✓

^wLu is l\*j^S sj and l>wJLJ • ^ may be also \*JkAJ The infinitives of

<j?J ' /i 4 L\* and are : jj t S~TjJ 4 4JU\$J

and

### C. THE TRILATERAL VERBS :•

The infinitive of the trilatera) verb follows the following rules which are more or less general guidelines :

i. For most of the transitive verbs, the infinitive is the pattern Y  
.Thus the infinitives

of ^ / • YA " C— ' i' ' ^ ' ' '

j\*AJ 4 4 jamS 4 ^Sa 4 4 4 4 .

/." .!l • f /» -V, ^ 0 ^ \* >•-- <\* <• \* . «» ^

are '4 lo> -i 4 I jaS 4 l>-\*u 4 4 UJj 4 L4i 4 U\*- .

(Yet, the infinitive of and are l\*V and | V\* ' , )



aiv . 1. «• "TJJ' '

jr '

(The infinitive of however, is

•

~~Infinitive~~ is intransitive of

~~4~~ /

4ffaW

■ /

~~4~~ b-y

\ ^

Table caption& I ^

Table caption(Yet, the infinitive of is : y ^ )

iv. For & which is always intransitive, the pattern of the infinitive is  
4 LiU 4 qJU 4 lA'fi have the infinitives :

\*' \*s > > t' \*. \* V

4 4 4 Aj^ap .

s t' , s K . { 's' { , \* \*

(Yet, the infinitives of \* ; ( j^> m anc \* are \* ' A j\* \*\*

**uli) .**

and

Apart from these infinitive patterns of the triliteral verb which we have related to the patterns of their verb and to its being transitive or otherwise, there are other patterns related to the meaning of the verb. The important patterns of these are:

**394 - XU**

i- jUi .which denotes sickness or a type of sound.

\* \* . . \*

Example. : '|Tj . t J(£

»i. JUi , which denotes stubbornness.

s'

Examples

ui- iJUi > which denotes a profession.

Examples : Slf'L , jll'T • •'V . ^ i ~ \*'S.

4PUk> 4 ^Uf 4 4 p1jj 4 OjUw 4 4 jUS^ 4 Szi J> 4 SjV

/ ^ ^ p

\* /

IV.

which denotes a type of voice or a mode of travelling

Examples :

ms J-&\* 4 ^ J m > ' 4 rm 4 4 ^ j ' J-£-J .

v \* O which denotes an irregular movement

Example. : c OlS 4 6Uii

\*\* ^

' v ' < UUi » which denotes a colour.

Examples

t'\*. ' i\* \\*

6 y\*> ~ 4 ojA + 0 4 e 2> ~ ,

each of the non-triliteral verbs has only one or two infinitive

patterns, let us illustrate them in a table for easy reference

- i. **فُعَالٌ** , which denotes sickness or a type of sound.

Examples : **زُكَامٌ ، صُدَاعٌ ، سُعالٌ ، بُكَاءٌ ، صُرَاخٌ**

- ii. **فُعَالٌ** , which denotes stubbornness.

Examples : **اِبْسَاءٌ ، جَمَاحٌ ، نِفَارٌ** .

- iii. **فُعَالَةٌ** , which denotes a profession.

Examples : **وَلَايَةٌ ، قِرَاءَةٌ ، كِتَابَةٌ ، تِجَارَةٌ ، زِرَاعَةٌ ، صِنَاعَةٌ ، طِبَاعَةٌ** .

- iv. **فُعِيلٌ** which denotes a type of voice or a mode of travelling.

Examples : **رَجِيلٌ ، زَفِيرٌ ، شَهِيْقٌ ، مَسِيرٌ ، حَفِيْفٌ ، صَهِيلٌ ، زُرِيرٌ** .

- v. **فُعَلَانٌ** which denotes an irregular movement .

Examples : **خَفَقَانٌ ، غَلِيَانٌ ، هَيْجَانٌ**

- iv. **فُعْلَةٌ** , which denotes a colour.

Examples : **خُضْرَةٌ ، صُفْرَةٌ ، حُمْرَةٌ** .

each of the non-triliteral verbs has only one or two infinitive patterns, let us illustrate them in a table for easy reference .

## TABLE

of the patterns of the Infinitives of non-triliteral verbs

## EXAMPLES

s s 4 S S

$$u_{xti}$$

\* A 9 s' \* "

' S ' ' '

t£%Jl jijl

& S Q

 $y \geq -\backslash$ 

& so

Uju£i OSjJb^l

$$* \bullet^* / \bullet y$$

√j\$ i\ jjJ\ - jU-M

 $\hat{.0}$ 

1 \* 1 "

\* S '.\*•0%

( SjlJI > M ) %> \ J-il

✓ ^

$$5JSl>^y Ml >x>-J^l>$$

**S**

$$\langle Os \rangle s^? os s \leq^* s$$

< gj5 J'h ^r 5.

## PATTERN OF THE INFINITIVE

\*A ' '

SpUJ

t &s s

\*JjJ

">UUij

**fcii**

i\* o

NliiJ

✓

^ O

'Siilu-i

s

\*4 9

VA\*i\

s

s

\* SO 0

VbUil

**(ajui -fcii**

/

sfeiiJ jt \*}&

0 s o s ? os

( iJU-djj ) %AUtJ

PATTERN OF THE VERB

's"

J\* 1 \*

s \$ s s

s s-S s

JjLi;

JSs«

O

> \*

/ .0 /

V\*'\*t

J\*r\* [

J-1

/» SO 0

JJ^L

^ 0 x

J«il



s 4'

cH

396 - VAT

Four-lettered

Prefixed by v4/i/ verbs

## E. SURVIVAL AND OMISSION OF THE SOUND OF THE INIHAL HAMZAH

i. The sound of the initial hamzah is asserted when the speaker begins with it. If it is in the middle of the speech, it survives when it is Hamzat al-Qat'and disappears when it isHamzah al-Wasl. ii Hamzat al-Qat'. as well as Hamzat al-Wasl is an initial hamzah with which the word begins. The former, however, is an integral part of its word, but the latter is not. Both are written as an Alif; but Hamzat al-Qat' often has the hamzah sign, V", on top of the Alif, whereas Hamzat al-Wasl may have the waslah sign , , instead,

iii. An Arabic word, even a syllable, does not begin with an unvowelled consonant. If it happens that a word begins with such a consonant, a vowelised hamzah is brought out before the unvowelled consonant. This added hamzah is Hamzat al-Wasl; i.e., the hamzah added to reach a

sukuti ; i.e., an unvowelled consonant. The following words, for example, begin with this hamzah

‘ 'r 1 .

i Li " 1 ■

iv. Being an integral part of the word, Hamzat al-Qat ‘ is always pronounced, whether it falls in the beginning or in the middle of a spoken statement. Hamzat at - Wasl, on the other hand, is pronounced when the speaker begins with it but not otherwise. The hamzah of , for

example, is Hamzat Qat\* ,and that of ʔjʔjʔ is Hamzat Wasl. If you read : jrf W joining the two words together, you pronounce the hamzah of jj-f # although it is here in

the middle of the statement. The hamzah of jjʔj\ is to be pronounced, of course, as it

occurs in the beginning of the spoken statement. The sentence may be transcribed phonetically as follows :

397 - XVt

al-waladu akala

The first ‘a’ in each word represents the initial hamzah of each of them. Now, if you reverse

'Jt

the order of the two words and read them out jointly as such : 1 >

hamzah of jjʔj\ is dropped from the sound, and the sentence phonetically reads :

akala 'l-waladu

s y £

The ‘a’ of al-waladu is removed, since the last vowel of the first word, J£"l serves as a

1. —The infinitive :

The initial hamzah of the infinitive of quinqueliteral and hexaliteral verbs, like :

‘ 1 and

2 . —Non-infinitive nouns :

The initial hamzah in the following words

**a ' . Sta « ?;i ,**

r

Examples:..

$$j^* \leq c \log j \text{ and } \hat{j} \leq j$$

\* '• ' i "-\* 0 f'

$p_{ij}^* 4^{-j}$

$$-f' \# f''$$

61 ^ 1 L5T-?

$$\hat{\#} V^{-} \hat{\#}$$

01^1 pisjUi t ^ 4JS

(You may have noted that Hamzat al-Wasl has the vowel kasrah always, except in the

the trilateral imperative of the pattern : J#. This feature may help in identifying hamzat at-was/.)

Hamzat al-Qat' :

J

(a) **Particles:** The initial hamzah in all particles, except the definite article, is hamzat qat\*. Examples:

]l 'or', j| 'if, jf .that' and ]^ 'as for',

(b) Verbs :

### 1. —The Past Tense :

The initial hamzah of the trilateral and the quadrilateral verbs like :

jrl « wSf » > 1 « yjrt

and

(c) Nouns :

1.—The infinitive :

The initial *hamzah* of the infinitive of quinqueliteral and hexaliteral verbs, like :

اسْتَفْرَأَ and اِحْمِرَارُ ، اِفْتِتَاحُ ، اِنْطِلَاقُ

2.—Non-infinitive nouns :

The initial *hamzah* in the following words

اِثْنَتَانِ and اِثْنَانِ ، اِمْرُؤُ ، اِمْرَأَةٌ ، اِبْنَةٌ ، اِبْنٌ ، اِسْمٌ

Examples:.

هِيَ اَمْرَأَةٌ ، وَاَسْمُهَا مَرْيَمٌ  
وَلَهَا ابْنٌ وَابْنَةٌ ، وَسَيَّارَتَانِ اِثْنَتَانِ

(You may have noted that *Hamzat al-Waṣl* has the vowel kasrah always, except in the triliteral imperative of the pattern : اُفْعَلْ. This feature may help in identifying *hamzat al-waṣl*.)

**Hamzat al-Qat' :**

(a) *Particles*: The initial hamzah in all particles, except the definite article, is *hamzat qat'*. Examples:

أَوْ 'or', اِنْ 'if', اُنْ ,that' and اَمَّا 'as for'.

(b) *Verbs* :

1.—The Past Tense :

The initial hamzah of the triliteral and the quadriliteral verbs like :

اَخْرَجَ and اَسْكَمَ ، اَمَرَ ، اَدَبَ ، اَسْكَلَ

2.— The Imperfect :

The initial hamzah of the Imperfect is always hamzat qat' Examples

it c pS'i C jikit

(It is to be borne in mind that although the hamzah of the imperfect is an increased letter, it has become like an integral part of the word as it has the function of indicating the first person singular subject of the verb).

O O £ © O p

3.—The Imperative of the quadriliteral verb; like : ^ j} \ and ^ j9 i.\ ,

(e) Nouns :

1. — Infinitive :

The initial hamzah of the infinitive of the triliteral and quadriliteral verbs; like :

أَكَلٌ

of

J\*

jll,! and

S

2,—Non-infinitive nouns :

The initial hamzah in any noun except the few exceptions given earlier.

Examples :

أنا ، أنت

and

\* S O

jUj!

أنت and

أكبر

»

and the comparative and superlative pattern

and

V. Suppose- two words meet consecutively; the first ends with a long vowel or an un-vowelled consonant, and the next word is defined bj^and thus begins with a hamzat wasl that has to be dropped, being in the middle of the statement. In such a case, two consecutive sukuns

come together, as the harazah of the definite article has to go. What is the solution to this problem ?

(a) If the first word is ending in a long vowel, like : | ,enter' addressing

two

t . \*

I or I ^J>0 I commanding three; or | talking to a fem.-singular, the long stress of the long vowel is removed from the sound. So, | \*\

.\* i

< .A \*\* o \* ' »A \* \*\*



I I and C\*U l I i f° r example, read phonetically ;

udkhula 1-bayta; udkhulu 1-bayta and udkhuli > 1-bayta, removing the stress over the 'a', the 'u\*' and the 'i\*' at the end of the transcribed verb; udkhul.

o \*

(b) If the first word is ending with a tangible sukun, like : | ^ 'enter\*  
f £

O

'way from, and • A ,from\ the sukun is to be replaced by a kasrah vowel except in ^ which has to have a fathah instead. So, the phrases :

A O ✓ O ^ ^ O A O a >

c4J' j > o i c cl?' o '\*' and i^4?

0 A ,

read:

and C~Jl ,v

11

401 — i.\

#### F. THE DUAL AND SOUND PLURALS OF NOUNS WITH LONG VOWEL ENDINGS

A noun with a long vowel Alif ending is called : ]\ like and .

If the Alif is followed by a Hamzah it is called.\* like: £ 1«" 1. ( \*\'\* ' )

c (

t\J .

A noun ending with a long vowel Ya' is called .like ^uff c ^pLjf

(o) i. The Maqsur Dual transforms its fourth, fifth and sixth Alif into Ya' . Thus, '\*

i JiiX »» < 1 become: or

" 0^ ' or and oCoi: or .

If the /i/z/ is a third, it transforms into Ya' also if its origin is Yff or into Waw if its origin is

Waw. Thus, becomes: or and l^ap and LJ,

' - jr\* • v

become ^ a,, d ^ or ^ .

ii. Tie Maqsur Masculine Sound Plural always loses its Alif, but retains the fat|iah preceding the Alif in the singular. Thus > and Jfcf become :

rj?\*y A OrSmuUA Or and jPlp\* or fjn'

or

or

## F. THE DUAL AND SOUND PLURALS OF NOUNS WITH LONG VOWEL ENDINGS

A noun with a long vowel *Alif* ending is called : *أَلْمَقْصُورُ* like *لَيْلَى* and *مُوسَى* .

If the *Alif* is followed by a *Hamzah* it is called *أَلْمَمْدُودُ* , like : *حَسَنَاءُ* , *صَحْرَاءُ* , *لَمِيَاءُ* , *قُرَاءُ* .

A noun ending with a long vowel *Yā'* is called *أَلْمَنْقُوصُ* , like *أَلْقَاضَى* , *أَلْسَاعَى* .

(a) i. The *Maqsūr* Dual transforms its fourth, fifth and sixth *Alif* into *Yā'* . Thus, *مُوسَى*

*سُعْدَيَانِ* , *مُوسَيَيْنِ* or *مُوسَيَانِ* : become *مُسْتَقْصَى* and *مُصْطَفَى* , *سُعْدَى*

or *مُسْتَقْصَيَيْنِ* or *مُسْتَقْصَيَانِ* and *مُصْطَفَيَيْنِ* or *مُصْطَفَيَانِ* , *سُعْدَيَيْنِ* .

If the *Alif* is a third, it transforms into *Yā'* also if its origin is *Yā'* or into *Wāw* if its origin is

*Wāw*. Thus, *فَتَى* becomes: *فَتَيَانِ* or *فَتَيَيْنِ* and *عَصَا* and *رِضَا*

become *رِضَوَيْنِ* or *رِضَوَانِ* and *عَصَوَيْنِ* or *عَصَوَانِ* .

ii. The *Maqsūr* Masculine Sound Plural always loses its *Alif*, but retains the fatḥah preceding the

*Alif* in the singular. Thus *مُوسَى* and *مُصْطَفَى* become : *مُوسُونَ* or

or *أَعْلَيْنَ* or *أَعْلُونَ* and *مُصْطَفَيْنَ* or *مُصْطَفُونَ* , *مُوسَيْنَ* .

iii. The *Alif* of the *Maqsūr* Feminine Sound Plural suffers the same transformation into *Ya* or into *Waw* exactly as it does in the dual. Thus, *L* and *^a* ifused as feminine

9 f S , > \* s S ^

.. \_j " \ " - \ \ \ . \*. anH "A ,, become: c \_\*ji , c iljLtJJs >

names; aim 4 euua^a» - j

\* •\* s' ' 9 ? , \*\* ^ V® »

oCrtJL- 5 and ul^ 4 ^\* » a >

(A) i. The Manqus Dual does not suffer any change. The Ya just carries the clear fathah. Thus, the words; ^pUjf 4 ^l3f a " d )\ for example ' beCOme :

.oC^(a\o< 0 zJji\ »' ocyjfor .

ii. The Manqus Masculine Sound Plural loses its Ya' always, and also the preceding Kasrah in the nominative. Thus, the nouns; t ^ an( ^ become.

Zljuluf or ^U)f l djiull or ^u!f and S^Oi" ° r

✓ V ^

O-rf•

iii. The Manqus Fern. Sound Plural does not suffer any change beyond the usual omission of the fem. fa'. Thus the words • j^alJa}} s 4jolljl and become

4 ObiluJl and OUJUJI .

•» ✓

4\*

(c) i. The Mamdud Dual does not suffer any change if its Hannah is original. Thus, i\ J \*

and £L^j become : Jlg |jl or and or

Its Hamzah, however, is transformed into Waw if it is feminine Thus, i\ f and become : or , Oljtilj or

and or Crib's\*\*' •

404 - t®C

Wav/. Thus, XX 6 XS and XJ& may become : jUCX or

ol^llT or and or oI}C1p

x ^ " X

ii. The Mamdud Feminine Sound Plural\*follows exactly the dual procedure as for as the Hamzah

is condensed into one, becomes

and become

' <^ -> 1^1 J>L.S0

and become :

Oljlw c

mtUllT and CjU

\*\*

♦The Masculine Sound Plural does not apply in the Mamdud c a te gor y of

nouns or in any noun with the Fem \*

Sign, even when such a noun is used as a masculine name, like : and J

405 - i.o

#### **G. THE DIMINUTIVE FORM**

المصغر

The Diminutive is used to denote smallness in size or in quantity, to

denote a low status or insignificance or to express endearment.

\* \*

The Diminutive pattern is basically ;i.e., applying dammah to the first radical and fathah

to the second; and adding a third unvowelled Ya\ Additional radicals that would upset this pattern

should be removed.

Thus

\*\* «"•• ? I

become :

and

The fem. Ta. and Alif, followed by Hamzah or otherwise, survive in the pattern of together with the preceding fathah.

Thus,

\* j\* j i and p

j + p

become :

0

4

and

l\

S \* S \*



If the word is quadriliteral, the penultimate radical survives with a kasrah vowel. Its pattern \* •'\*

becomes And if there is a long vowel before the last radical, it survive as Ya \* Its pattern

bKomes • ““\*• 'j&r ‘ « La r « yjp « J. bl aHd

become :

i £i\*JUA» and

• ' \*

H, THE ATTRIBUTIVE FORM

Lilif

\* .

l 1S attribute something to someone or to something else by means of suffixing a duplicated ya to the attributed noun. The duplicated ya\* becomes a part of the word, and carries the sign endings of declension. The last radical must have the Kasrah vowel. The words,

\*\* ! \* \* !

i Qy\l t t i

which mean, 'grammar, law, religion, America and coast\*

become :

\* s

The function of the duplicated jtfislike that of /an, er 9 ous 9 an and al > in : grammarian, lawyer, religious, American and coastal.

Note that the Alif at the end of ^ | is deleted before the ya\ This is because the long vowel

✓

^///-ending disappears before this ya' if it is fifth or sixth in the word; but not if it is third as in

J\* or .

This third Alif is to be rendered Waw. You say : and The fourth Alif may be

£\*- becttmes < Jj£~ or Jli- \* .

rendered ya' or deleted; so

This Attributive ya also requires the removal of the Fem. 7^ the ya' of the patterns : /l/ «and 4-C\*A, and 3180 the duplicate ya'if it is fourth or more. Otherwise it is to be rendered Waw. Thus,

\*The ya' of the Manqus is always deleted unless it is a third.

## H. THE ATTRIBUTIVE FORM

### النَّسَبُ

النَّسَبُ is to attribute something to someone or to something else by means of suffixing a duplicated *yā'* to the attributed noun. The duplicated *yā'* becomes a part of the word, and carries the sign endings of declension. The last radical must have the Kasrah vowel. The words,

سَاحِلٌ ، أَمْرِيكَا ، دِينٌ ، قَانُونٌ ، نَحْوٌ

which mean, 'grammar, law, religion, America and coast'

become : سَاحِلِيٌّ and أَمْرِيكِيٌّ ، دِينِيٌّ ، قَانُونِيٌّ ، نَحْوِيٌّ

The function of the duplicated *yā'* is like that of *lan*, *er*, *ous*, *an* and *al*, in : grammarian, lawyer, religious, American and coastal.

Note that the *Alif* at the end of أَمْرِيكَا is deleted before the *yā'*. This is because the long vowel *Alif*-ending disappears before this *yā'* if it is fifth or sixth in the word; but not if it is third as in هُدَى or فَتَى .

This third *Alif* is to be rendered *Wāw*. You say : هُدَوِيٌّ and فَتَوِيٌّ . The fourth *Alif* may be rendered *yā'* or deleted; so حُبَلِيٌّ becomes حُبَلَوِيٌّ or حُبَلِيٌّ\* .

This Attributive *yā'* also requires the removal of the Fem. *Tā'*, the *yā'* of the patterns: فُعَيْلَةٌ and also the duplicate *yā'* if it is fourth or more. Otherwise it is to be rendered *Wāw*. Thus,

\*The *yā'* of the *Manqūs* is always deleted unless it is a third.

, \*<sup>1</sup> s -M

AX. t UpU 4 A^jJl\* 4 4 4 < U^T 4 4 4 ~\*<sup>1</sup> 4

, t \*iU 4 j£ and > become :

i , '

‘ c ^ U c

C 4

43 '

g

4 4 4 4 ^ < \* / £ >

It remains to say that the Hamzah of the Mamdud assumes the same procedure it does in the dual

^ ^ ^ ^ ^ / fl ✓

and fem. sound plural. Thus, in which the Hamzah is original, becomes J , \*1

Q

in which the Hamzah is the feminine one, becomes ^ an d # -U - ^ and s -Uip- in which it is

✓

neither original nor fem. becomes either < \_ £ and < \_ £ ^ L Jp or and ^ 5 L .lp.

✓ ^

410 — U«

## I. THE EXCLAMATORY STYLE

i. We are familiar with the English style :

(a) How noble ‘Aft is s

How beautiful Maryam is !

How cunning the enemy is 1 and the style :

(٥) What a good man 'AIT is !

What an evil act, the highway robbery !

"• These styles express a degree of surprise, admiration, displeasure, incredibility or other such strong emotions.

What is the equivalent Arabic style expressing such strong emotions ?

iu. There are two specific styles, one expressing the notion of style "a" above; and the other expresses the notion of style „b". The first style is called : JI*^*i.e., "the Verb of Surprise\*.

The other is by the use of : j^J, a verb of praise; or a verb of blame.

pattern of | is : b or . So, the three English sentences

iv. The

in „a" above would read :

مَا أَكْثَرَمَ عَلِيًّا  
مَا أَجْمَلَ سُرُومَ

## I. THE EXCLAMATORY STYLE

i. We are familiar with the English style :

(a) How noble 'Alī is :

How beautiful Maryam is !

How cunning the enemy is !

and the style :

(b) What a good man 'Alī is !

What an evil act, the highway robbery !

ii. These styles express a degree of surprise, admiration, displeasure, incredibility or other such strong emotions.

What is the equivalent Arabic style-expressing such strong emotions ?

iii. There are two specific styles, one expressing the notion of style "a" above; and the other expresses the notion of style "b". The first style is called : **فِعْلُ التَّعَجُّبِ** i.e., "the Verb of Surprise".

The other is by the use of : **نَعِمَ** a verb of praise; or **يَسْأَسُ** a verb of blame.

iv. The pattern of **فِعْلُ التَّعَجُّبِ** is : **مَا أَفْعَلَهُ** or **أَفْعِلْ بِهِ**. So, the three English sentences in "a" above would read :

مَا أَكْرَمَ عَلِيًّا  
مَا أَجْمَلَ مَرْيَمَ

. < < • \*t- . -,»/\ trnrtrcifiVA i Th« Hner of the verb is said to be conce

hamzafe which maxes me imiausmVc »v.« .--

aled as a pronoun referring to the meaning or £ , and the accusative noun following the verb is its direct object. It is as if we are saying .

What has made 'Alf so noble !

What has made Maryam so beautiful ! What has made the enemy so cunning !

The same idea, however, can be expressed in the pattern : aj J\*\*l, which looks llke an

imperative but is regarded as past tense. The preposition is said to be increased to introduce

the doer which appears in the form of the genitive case but is otherwise nominative. The above three sentences become :

بألف

أَخْبِتْ

أَجْبِلْ بِمَرْيَمَ  
أَكْثِرْ بِعَلِيٍّ

They mean; but in an emphatic surprised style :

- خَبِتْ الْعَدُوَّ

y SO S 0 ^ \*

(HI. F\*

عَزَّ عَلِيٍّ

iv. The exclamatory style of praise or blame is by the use of and ^uJj



respectively, followed

by a general term, like  $\hat{J}^* \cdot J$  | 'the mati'  $\hat{I}$ , die act  $*$  and  $\hat{t}$  keroa  $<$   
 $\hat{*}$  sa  $\hat{e}$

jip 'What a good man 'All is'

$*$ , j J 'What a great leader was Lincoln'

412 - W

$J > *JI$  'What a bad nature, meanness.  $*$

$* S 's' * S, 0 s \bullet$

J V11 S11 oU)l C  $\hat{J}$ , what a bad habit  $>$  to be lazy.'

/ ft  $\hat{o}$  £  $\hat{6}$  ji 9

and (jM  $*u$  bke jJo are regarded .solid', unconjugable verb, used in  
the past time only.

The general term following ri or U $\hat{e}$ . uke: ' JJUfl  $<$  ' {U

sSuri  $>$  is : The nominative doer of the verb; and the noun which  
may follow, specifies the

praised or criticised person or action. This specific noun indicating  
the praised or blamed

person or thing is best regarded as a predicate of an assumed  
subject, like :

$*$  ■

0,1 I .

vi. We may thus summarise the above as follows :

(a) The exclamatory expression is used to convey a high degree of

surprise, astonishment, admiration, resentment or such other strong emotions.

(b) The exclamatory expression may be conveyed in two usages :

^ \* a \* "V>S ✓ o »S

1. —The use of l\*j, the patterns of which are : 4\_JUjl U and 4 \_j

/ \* ^ ^

✓ 0

2. —The use of the verb : for conveying praise of someone or something, or :

r" ° ;

to -convey blame: of someone or something.

i and are regarded as of the type of the verb; i.e..

so solid that no imperfect or imperative can be derived from it.

413 - nr

4

lowing noun is the accusative object. The doer of the other pattern of

s' 0 o

**like ch**

1 is the noun introduced by the prepositional Ba'. The doer of .j

\* ^ . 0

r

> \*

and ' \* on the other hand, is the general term which follows the verb, like : \* \_ I

But the noun which may come to specify the general term.

•\* \* f i". ' 9 • hi ■ I < + \*-i .

like : m this exam P^ e » regarded as a predicate to an assumed subject.

(e) Apart from these two specific exclamatory style, there are other exclamatory expressions of general use, equivalent to such expressions as: <God forbid\* Good Heavens' and 'My Lord' The following are some of the Arabic equivalents :

\* . \*

\* 0 J

!

t <011 ✓ \*

! jS\ 4»l

'Astonishing'

'Surprising'

'God be praised' 'God is great'

414 \_ tU

#### J. USE OF ARABIC DICTIONARIES

i. If you encounter an unfamiliar word made up of three letters or less, like and Lj

or even of four radicals none of which is an increase, like , look it up in a dictionary

where words with its initial radicals are treated. If it is a hoUow verb in the past tense with a long vowel Alif in the middle, like 3u

8nd 1 and y ° U d ° DOt kn0W the origin of Ali A seek

it first among words with a Waw as the second radical, and then with a Ya' as the second

radical. Always check the meaning you discover against the context because a word may belong to different roots with different meanings.

ii. If the three letters include the Imperfect prefix, like and ^ f it means that the

Past Tense has the initial letter Waw which is dropped in the Imperfect. So look it up under

s t'j and

iii. If the word contains increased letters, whether it consists of four or more radicals, reduce it first to its root. Let us see how this can be easily achieved.

iv. If the word happens to be a verb in the past tense, you can distinguish the increased letter from the root letters by means of the table of the verbal patterns in p. 163 of Part I and the comments upon them. So, remove the increased letters, and you will be left with the root which you can reach in the dictionary.

v. If the word is an Imperfect or Imperative, seek first to get the past tense, and then look it up straight away if it is triliteral; or reduce it first to its root in the manner described above, if the

## J. USE OF ARABIC DICTIONARIES

- i. If you encounter an unfamiliar word made up of three letters or less, like **عَنْ** and **قُطِبَ** or even of four radicals none of which is an increase, like **بَعَثَ**, look it up in a dictionary where words with its initial radicals are treated. If it is a hollow verb in the past tense with a long vowel *Alif* in the middle, like **قَالَ** and **بَاعَ**, and you do not know the origin of *Alif*, seek it first among words with a *Wāw* as the second radical, and then with a *Yā* as the second radical. Always check the meaning you discover against the context because a word may belong to different roots with different meanings.
- ii. If the three letters include the Imperfect prefix, like **يَعِدُ** and **يَكِلُ**, it means that the Past Tense has the initial letter *Wāw* which is dropped in the Imperfect. So look it up under **وَعَدَ** and **وَكَّلَ**.
- iii. If the word contains increased letters, whether it consists of four or more radicals, reduce it first to its root. Let us see how this can be easily achieved.
- iv. If the word happens to be a verb in the past tense, you can distinguish the increased letter from the root letters by means of the table of the verbal patterns in p. 163 of Part I and the comments upon them. So, remove the increased letters, and you will be left with the root which you can reach in the dictionary.
- v. If the word is an Imperfect or Imperative, seek first to get the past tense, and then look it up straight away if it is trilateral; or reduce it first to its root in the manner described above, if the

past tense is more than three letters. The verbs : \* w 4 an( \*

f j > Q ■ £ y y ° f y y y ^ ' ^

.\_ ^ are to be rendered into their I past tense, 4 j \* a ! j \ 4 ^ JjLSj

The last, \_ \* is trilateral and can be looked up immediately; but the other verbs

C J c

should be first reduced, with the help of Table XXV, p. 163, if necessary, to their roots,

namely,

^ j ' j O and J uj J

vi. If the word is trilateral infinitive there is no problem; but if it has increased letters, like

4 4 and it would be easier to seek first the past

tense: with the help of the Infinitive Table on page 396 and then follow the procedure above.

From the Infinitive Table, we can see that the past tense of these words is

y yy 9 ^ y y y\$y

^ 1U , j and ^»\_j aiid from the Verbal Patterns Table we can reduce them

to their roots : 0 ^ £ 4 j J J? ; ^ t

vii. A similar procedure is to be followed in the case of participles, active or passive. It is easy to

i % y ^ y \* y

find the root of the active participle of trilateral verbs, like 4 1 > 4

\*y t •

by remov-ing the long vowel Alif; but if the final radical is removed because it is a weak letter

as in c. and zC, add to the surviving two radicals a Waw and then a

Ya' checking

\*

always against the context. As for the passive participle of triliteral verbs, like

4 J\_ an < \* i usl reraove t ^ ie P re fi x an( i the Waw; and then

y

you are left with the root.

## 416 — m

In the case of the participle of four or more lettered verbs, like :

X O ✓ >

«\* '• JL

JjUi t and ^ jJilL\* replace the initial Mim by the initial of the Imperfect,

\*

then fetch the past tense, then follow the procedure indicated above. The imperfect of these participles is : t and

The past tense is : c 4 Jj\S 4 'j£> \ and f ^'..1 The

roots are



# £ -t J J i»4 J O 1 J 4 and I jt3

To detect the increased letters, remember that they must be from the list of the Ten Letters of Increase; namely : ^ 4 J 4 O 4 ^ 4 j 4 j 4 ^ 4 A 4 I and the Hamzah .

If you have a noun like j e, 8 \*» you can realise straightaway that the first three

letters are not increased, nor is the last, as they do not belong to the list. Another example is \* \*

the word : j| ^ You see that the first two radicals are not letters of increase; so you

can try to look up the word on their basis.

You are well advised, however, to use an Arabic dictionary; as this would enrich your vocabulary and make you think in Arabic. You may choose an abbreviated one like ^lL.^tlj^ljl

When you reach the stage of using the classical ones, like and \*

remember that their alphabetical order is not based on the initial but on the last, then the first radicals. Each final letter has a chapter, and each chapter is divided into sub-chapters for the initial letters. So, the word # e.g., would be found in the main chapter dealing

with Ba and the sub-chapter of Kaf. So, proceed with good luck to you !

In the case of the participle of four or more lettered verbs, like : مُنْطَلِقٌ ، مُدْخَرَجٌ

مُنْطَلِقٌ and مُنْتَصِرٌ replace the initial *Mim* by the initial of the Imperfect, then fetch the past tense, then follow the procedure indicated above. The imperfect of these participles is : يَسْتَقْرِئُ ، يَنْتَصِرُ ، يُقَاتِلُ ، يَنْطَلِقُ ، يُدْخَرَجُ .

The past tense is : اسْتَقْرَأَ and اِنْتَصَرَ ، قَاتَلَ ، اِنْطَلَقَ ، دَخَرَجَ The roots are قرأ and نصر ، ق ت ل ، ط ل ق ، د ح ر ج

viii To detect the increased letters, remember that they must be from the list of the Ten Letters of Increase; namely : ا ، ه ، ي ، ن ، و ، م ، ت ، ل ، س and the *Hamzah*.

If you have a noun like عُصْفُورٌ e.g., you can realise straightaway that the first three letters are not increased, nor is the last, as they do not belong to the list. Another example is the word : كَرَوَانٌ . You see that the first two radicals are not letters of increase; so you can try to look up the word on their basis.

vi. You are well advised, however, to use an Arabic dictionary; as this would enrich your vocabulary and make you think in Arabic. You may choose an abbreviated one like مُخْتَارُ الصِّحَاحِ .

When you reach the stage of using the classical ones, like الْقَامُوسُ and الصِّحَاحُ , remember that their alphabetical order is not based on the initial but on the last, then the first radicals. Each final letter has a chapter, and each chapter is divided into sub-chapters for the initial letters. So, the word كَتَبَ , e.g., would be found in the main chapter dealing with *Bā* and the sub-chapter of *Kāf*. So, proceed with good luck to you !

## EXERCISE

Translate the following text with the help of a dictionary :

jtj Ui dijt \*ju\*\*-\*» t s\ji

kill ^Ujt 4 : -Xjji

V Jb> b ioyjt ^sj oL ^ : \*iji

AJU\* UJm\* O^iAj !' \*^jr^

V < \*0A\*JJl A> \*J J \

, AjtjLi A.Lw^t Am) I

.\*

? Lis' ij-UJVI ao i-jyJI J\*boo' Jo : al ji

\*\* \* \*\* ^

. aovb^ 4 \*\\$\* U ^

.^Jj\$ b oyry J 1 ^yvu j\* • ■>'> \*

jp L-jbS^j l3j\* >

jJjaU : Ojy

9 ju ji lj ^

# jJi > JI ja J? boyJl b'

418 - HA

^ b t\_\$ <\_a. S 'j

J-J ^oJ' 4^-AvaJl I jJajj jLJI J1

a 4 \* >«-^ : -bji

. (£ J \*\*\*\* J I

<J\* c^' cM ci A 'jjj AjJ^UbJ^H | i!ji

• cr?\*^ ^\ J A ^ c i3j C/' : 'Xjyi

• <y\* A^J^jl j> ~ v^\*jj

(^wU (^1 \j A^sj^jl 4\*JJI \*\> tJti (J li

V \*UJ>1 ^ l^oiijj l^jubS'''

aLJI^ ^JaJVlJ Ij--J t \bj> - Oj 3 <bJlc <Loj\*Jl 4\*1)1 ; JU ji

OwXa vw^xSs-jj c ^LJI ^fr \*''\*\*'3

i 4»,Jall ia> - (j jl bjl J^ dlJS c 43 ^jL\* V ^a^Jlj

Is^xj <bJLj V ^J j> Jl oJJfc {j\* 2 \*-\* 0^ y\*3

\$ f

l qa + ^jaj . laJLJ l 5J£> <J u a!jL»/ 1 jl <3ji JaJLo

. \*3 ^>Jl 4\*^Ja

JiA ? i3j^»Jl 6>XA Ja^a {^jlS' j ' '

419 - m

US " «consonants» 4-f Ui jkl < <vowels> > &

? AjJ^UJN! 4«UI J

4 Ju^» aT j^\ cJlS" ^ j>^\* ^5j>- ^ry y i ^:

.^U™\* ^Ij «■ \*Ul y j'jN y <J®Wb (jy JJU y.J « 8 ^

j i 3 y f^y Cf iU>xJ ^ ^

ijh c ,^i aTj^ lil^ f) ^ c J ^

^j 5 viJl ji <Jy

l^Lj oUASOl 5j^ <\_Jiyi iU»-» <^~ > ' A^xidl J\*""j^

^Jbdl J>-1^ J 4 J&iJl Oj-u l\*Jp j

liy- ^ j\*^ ^LAI {J 0 y^\ 3 j <Sj^

. U»J l ^yj

V J jj\*-^ <y <^> {rfj\*^ ' u \*r^ fd>^ i tO^\*

Oj^wJ 1^5" t pl^AXjl Aj^sWJ . \*^y

\* ?

aJU- ^u~J i' ^ua^U.1 aj-JI

. f%JI

420 - t T•

i lx Jl c JjL\*. J (j-aJS" dljf JaJtff

^ (S\*\* L\*j#> J-f\*

a—s-I^Jl J\*J) s^a^. IkUJI J o^U l^jT, c ^

. V' b >; < \*\*» ouui j, ^1 &UI ^o JJJU^

^ j\*i\ J. ^■ X /imU aa«

-La. ^1> - LU; -ulaiwJ 4 J^j juT JLa

jj-wU^-LJI J aJJpJ! J 5jUa> Jb Ij^jU

• \*-?rf j <LoLa\*\$^/I

• 4joUlJM j-juJJI Jp JbyL Jai^ij iiljl

jj^Lil J 4 -^aJI SjUJJ ^ 3 j> Ux\*\*YI jp J\$j\*j J^i

v \* > VI

^yu Aijj ^pU, ^/\* ^ V ^J1 & c ^Ijib ^ Oj^jj ^ t ^aoJUj ^iUij \ J ^\*S' dj>j  
f+jy

^Jj^' <Jp yjj V \ c i A^oyJl OjUi> JI ^y. I\_jXJjUvo jl

jf ^ of jjj 4^>jr SjUiji jj j jj^ui

# . Lj j J b^j ll oL > J1 oJlfi. nlv?(J

فؤاد : ألاحظ أنك تستعمل كلمتين في سياق واحد ، السنة والعام ،

فهل هما بمعنى واحد ؟

فريد : نعم ، وكثيرا ما تجد في العربية ألفاظا متعددة للمعنى الواحد ولذلك تعتبر اللغة العربية من اللغات الغنية بمفرداتها .

فؤاد : منذ متى يستعمل العرب التقويم الميلادي ؟

فريد : منذ أمد بعيد ، ولكنهم أكتروا استخدامه بصفة خاصة منذ تأثروا بالحضارة الأوروبية في العصور الحديثة وخاصة في الناحيتين الاقتصادية والتكنولوجية .

فؤاد : أراك تضغط يا فريد على الناحيتين الاقتصادية والتكنولوجية ؛

فهل يعزف العرب عن الاستفادة من الحضارة الغربية في الميادين الأخرى ؟

فريد : نعم يا فؤاد ، إن العرب رغم كرم طباعهم ورقة نفوسهم ودماثة

خلقهم يعتزون كثيرا بثقافتهم ويحترمون تقاليدهم ، هم يودون

أن يستفيدوا من الحضارة الغربية فيما لا يؤثر على مجدهم الموروث

فيسايرون بذلك موكب الحضارة الحديثة دون أن يذوبوا أو يجمعوا

في ضوضاء هذه الحياة المضطربة .

jUaiV' 'jo\*\*) J \*W^' cr^ i y\*\*^~ - > 4 p\*-\* • -^y

b dr? 4 y^ -i \* Vy—y 1 (Jy^' J^' yiy\*\*^

£ £ \*

i Jjj^\ <• 1 tr^^' t ; 4 ^ ' <-^y'

^Lj^ ^1 \^.y\*~j tjjj-\*' J^» J-? • c

I jUJ 4 jlJ'T b J^L-i C JUJ' : LjJp j^ilkj 6 e?y^

( J/vi 4 J jk\* 4 uT c jy 4 O'yy- 4 jbj



. j/st\ oytr t juji

jj \j^ <5^-11 i^JlTU ^yJi j'

? dJlji J-J y-' ^ < -> ^" J-y 4 4jj-l>J'

l£ y\*^ y'" (\*-dy\* J ^ '■^ 4 P"\*"\* ‘

ajjjII Ji ^ ^ ^ J^ 5 ‘ u> \*\*

Jp J^jl\* \_j «u\*y i£yJ&\ i ^i' 5 '^

**. olTy- Jp N v^yM -uj 6j^j y^'**

? JJf aJl 0 Ju U, ? <jo~M fU J ^ Z' : ^

422 - ITT

01 jJ> c |UJ1T ^ L5l^ fUJI : ju^i

A^«JI JjL> tiiiij c Ujj OjJ^J ji Ujj OjjdAj iuJ

: jj 4^S\ <. U^j jU> a>.| iiji jp

\* s 4 <-i-^ 4 cj ^ 1 4 J/tfl t 4 ^> JLI

4 ad\*-£j1 £ 4 JI^i 4 01\*2\*j 4 OLfci 4 4--P-J 4 4-JUJI (£J>L>

. 4 ~\*J 1 p

\*sO\*^ ^\*> UI jl (iL-^ J j\* JLiJ : ^1 ji

dj\* jL j£j a ii a>-y; 4 l^Lijf j l^l jLp J <JaX&j jJ

# f ou^vi ,iA jr uiui c bo

<S\ d 4 V'^ x ^ 1 <-j a ^\*J 4 ^OUiUT 4 <Uj yjl Ailil : JL )ji  
4 Ol>«Als\*al !) <JftJL>\*J Ji L 5 " 4 jlSC»  
CjUDL cOytjj c iiUiJl jU\*^Jlj oLLjJI i3Mi?0  
(J\* 1 '® <CjL» 3 jJ l>- 4\_a\_^P 4\*J <Lo^aJ| Axil IJ 4 td»l»J I  
\*\_vj' J 3jj|j^ 4JI& J»wj 4\*1)1 J^ ^JJ! ^1 l^Ujf^ U^V! UOpI^L, a^JI &l)|  
O^U j^JJil  
AiUwaJij AjL^JI AiJ 4 A^liJl ^al JI AiUl AJoyJl

<j> J\* Ji ^ a\* ^ m < > j^adlj  
VliVlj

423 - <YT

فريد : العام الهجرى اثنا عشر شهرا كالعام الميلادى ، غير أن الشهر القمري تسعة وعشرون يوما أو ثلاثون يوما ، لذلك تقل السنة القمرية عن السنة الشمسية أحد عشر يوما ، ويسمون هذه الشهور : المحرم ، صفر ، ربيع الأول ، ربيع الثانى ، جمادى الأولى ، جمادى الثانية ، رجب ، شعبان ، رمضان ، شوال ، ذو القعدة ، ذو الحجة .

فؤاد : لقد فهمت من كلامك فى سياق أسماء الشهور أن البلاد العربية قد تختلف فى عباراتها وألفاظها ، فهل توجد لغة لكل بلد عربى بحيث يحتاج الطالب لتعلم كل هذه الاختلافات ؟

فريد : اللغة العربية ، كاللغات الأخرى ، تختلف لهجاتها من مكان إلى مكان ، كما قد تختلف بعض الأسماء والمصطلحات ، وذلك يعكس اختلاف البيئات والتجارب ومستوى الثقافة ، وتعرف باللغات العامية ، واللغة العربية لغة عتيقة خالدة ثابتة بفضل القرآن الكريم الذى نزل بهذه اللغة ويحظى بمكانة عزيزة فى نفوس العرب وجميع المسلمين فاعتبرت اللغة العربية بقواعدها الأصلية وألفاظها العريقة اللغة الفصحى الثابتة ، وهى لغة الكتابة والصحافة والاذاعة والتدوين حتى الآن ولكن قد نمت إلى جانبها على طول

{ ^~ j > - \ < \ > l j .- kakki oUJ > jya \*)l

c ./s ill kUI c^Uj lili t aUI > < J

lj~\*i s jSj V-rf 1.UJII Jbu \*~r! j C ^

u^ijt ot ^ c sa^ij J J ^y ji ^ u

j\*ufai j oLnr «^iyyi oir^ Jix v ^u oui j

\* ^

A^slp Asjti) ^JUjLt t,\_dliaJl 1 -Ljj <-Xj^ ^ i£j£

? ^\jL« Aj^dl A> \*^ULS^ AJwJ^\*

**JL\*y c y <u5oJl (j-4 ^kb d)\ JJaip-\ V I**

jyy«Jl k>lyll ckjk oJlkJI <3y\* ok\* ^U\_i (J 5jL>

^iJu if saUi^ifi Nj 4 4\*lol Aik- Jlj: V JUjJLI ^y\

S y ■ !-/» 2“ iiUi Aj^aU A^s^JJ 1 0\_ ^i t ^Jy

Li< 1 Ikkl (3j & Lkkl kJ ^1 ky..<» ng , S I yi^JJI j■

**j\* I kb d[ <■ lk£\*j Vy^J or! '-'W'4^ J**

\*>\* ^

**4 fuu JLSJLXp c IcN 4\*j«^n**

. AAj^kJl { y>\ yVI <y \*Ayjj

424 - m

Ji J\$ i c opI^aII jp dJLi^- : i\»

, . . i

^ sj> £yS> J lj ^OJ^I OUJJI Jplji ^4 4\_oyJI \*IUp

„ , ^ i

vI^ACj <^w2P^J C-\*\*\*^ 4wU^\*JI 4\*1] 1 \*ApljJL\$ c ^>tj jIj 0a>-  
ijjb \* Ju ji

^LJI jj-Jjil) j—JilJ.1 (jlillj J/ifl jJS\ J cJ 3

**grammar iJT (J Ja 4 Ji- rjd! ^ J 4 ^lillj**

\*Ap1^a!I U^^Jp S\*XoJUw« ^j/^ 1

• ® f J J\*T ^ ^ Ajll y> l)N (( jS^fl ))

V Iwl^A Jpl j-5 ) (3 flw^" j \* ^1 ji

\* . \*

O ' 4 d>j^ (J jLljJI 01 dlli <3 jJ\ : ju

U ^ ^^ 4 -^ \$\*1^5 <3 j t u^^aII j\*c^ UL^I

\* p

4^I^tJ i C UaiJI j, U- lla cy-j \*u. JL\* 3^1 y 4 :u2^j

\*%

. aApi^i)l £\*S>J

? -te'ljJjJl ^Ip Sj£U l\$ j>- \ 4jj\*J ^\_j)p U^ajl Lm\*j JaA j : .ilji

<j\*\*«iyi cr \*\_^tjJiJls'~ c SjSUj 3<4j\*J ^yp oLu i j»j«j : Ju rhet oric  
t^j Jj| 4 P^ui ^ypj <3^1 wy/vii 4 SJLiaJl SL.UJI ^Jp l^» ul\*jUv\_i «uV  
4\*liI ^Ap L»Ia UlSC\* ^Jj^xj ^L!ij

425 - iU

فؤاد : سمعتك تتحدث عن القواعد العربية ، فهل ياترى قد استفاد علماء العربية من قواعد اللغات الأوربية في وضع هذه القواعد ؟

فريد : هذا خطأ تاريخي ، فقواعد اللغة العربية وضعت ومحصت ونقمت وتمت في القرنين الأول والثاني الهجريين الموافقين للقرنين السابع والثامن الميلاديين ، أى لأكثر من ألف سنة ، بل أن كلمة grammar الأوربية مستمدة من عنوان كُتِيب صغير في القواعد العربية يسمى « الآجرومية » لأن مؤلفه من بلد متواضعة تسمى « آجروم » .

فؤاد : وكيف فكر العرب في وضع قواعد لغتهم مبكرين هكذا ؟

فريد : السر في ذلك أن انتشار الإسلام في العقود الأولى من حياته استوعب أجناسا كثيرة من غير العرب ، ورغب الكثير في قراءة القرآن وحفظه قراءة سليمة وحفظا سليما من الخطأ ، فمست الحاجة إلى وضع القواعد .

فؤاد : وهل نشأ أيضا علوم لغوية أخرى مبكرة بخلاف علم القواعد ؟

فريد : نعم ، نشأت علوم لغوية كثيرة ومبكرة ، كالقواميس الواسعة الشاملة الدقيقة ، والأدب العربي وعلوم البلاغة التي نسميها rhetoric والتي تحتل مكانا هاما في علوم اللغة العربية لأنه يستعان بها على

. £ <Jbfc£sH A> - j } jzJcUj O 1 jJ&\

\_> ;.±.;> c dJLiJJ ot ifJU^c <jyJI ---oV! ^ cJ^A> - Jaj :

^ t



T «-J

Jeij fEij 4 jU^-^ J \*P <j'i 4 "k- i ''' 4 f\*- 1 :

Slij «^Jp Ai^UJ] \_ r ~sM U\*Up Jj-Wai' ^ (jt aJi>J>\ A-JjJu (^iil  
wjlk>Jl Ajlic 4 '4^=- - \*&l

. ^pjl (J ,y 4jU\*jjl y^AP 4.«Vl ^

: Jli aJIp ^j\j -ill J^cj \ Jp jSL ^jl W

^1 (3ji 4 jf 0.^5\_J 4 ^V-Jp LU-Jj (Ji 4 ®

t ^ ^

; AjL>- i—>J i^5i J 4 aJUI JjLvaH 4 '-1 -'L.a < 1 jl J 4 (^Apli

4 aJ \*A>- 1 ^>- (^Up {J,^

^jf ^ju V 4 au! \*-li» OJ 4 aJc« A>-1 ^>- (^-^p <\*lfi-\*\*\*p

a^U) 1 ^

iili t 0»i>' U 4 \*t>bJb Attl | > . ^ ^ ^ (J

(( ^ ^ J\* J j\*\ 4 ^Jp A^Ui» \*)b AJUvaP

JiJb Alii jj> V' Attl J^r\*^ (j

٤

426 - tn

## K. A GLOSSARY OF ARABIC TERMS OF GRAMMAR

Table caption%

A verb the middle part of which is a weak letter.

The Definite Article.

The Appositions, Cf. ^J|

The Cols, particles or Conditional Pronouns which introduce a verb

in the Jussive case.

The particles which introduce a verb in the Accusative case.

Noun, (nouns).

The Five Nouns; namely  $\text{أ\ ج\ هـ\ ز\ ح}$

when they are annexed to a noun or pronoun excepting the first Person Singular.

The Interrogative Pronoun.

The Demonstrative Pronoun.

A noun which is not a pronoun.

Active Participle.

Passive Participle

Annexed noun.

The Relative Pronoun.

To derive a word from its root. Words indicating action are derived from a basic root which indicates the original meaning. Patterns are made out of the root to convey a derived meaning.

Annexing a noun to another in a Construct Phrase.

That the vowel of the last consonant in a verb or a noun is dynamic. We use in this book the term "Declension" for this wide meaning.

The Imperfect verb suffixed by the Dual Alif, the plural Waw or the Fern. Ya.

Comparative and Superlative Pattern.

An Alif suffixing a Fem; noun and is not followed by a hamzah.

An Alif followed by a hamzah, together coming as a suffix of a Fem. noun.

Substitute; i.e., a word which the speaker brings out to denote what he means by a preceding word. So, the Substitute defines, limits or corrects a preceding word.

That the end of a word, noun, verb or particle is static. We here employ the term "Indeclinability" in this sense.

The Feminine Ta\ which suffixes a Fem. noun.

$\text{أ\ ج\ هـ\ ز\ ح}$

A noun or a verb which follows the case of a preceding noun or verb for a relationship between them.

The patterns assumed by a verb to denote its tense and mood.

المضارع

Table caption The Diminutive Pattern.

The Verbal Exclamatory Style.

jJl

An Accusative noun which removes a vagueness in a preceding noun or a preceding statement.

428 - UA

An unvowelled Nun coming at the end of a noun, and is indicated by duplicating the vowel of the last consonant.

جزم  
الجمع

A word brought for emphasis

Genitive; i.e., the case of the noun in which the noun usually has the kasrah ending.

Jussive; i.e., the declinable case of the verb in which the ending of the word is the sukun.

Plural.

^Ul ^011

A 1 O i ^ yl I

Sound Plural.

Broken Plural.

Masculine Sound Plural.

Feminine Sound Plural.

Sentence; a statement consisting of at least two words.

VI i\_U»JI

H \*

3\_UiJl iU> JI

m •

A sentence beginning with a noun. It consists of the subject and its predicate.

A sentence beginning with a verb. It consists of a verb and its doer.

v-j j> - ( O j> - f \

An Accusative active participle denoting the condition of the doer or the object of the verb.

Particle, (particles).

حرف المد

A long vowel.

.

حروف

SibjJI

حروف

The Prepositions,

The ten letters, one or more of which may be added to the root of a verb to affect a derived meaning f These ten letters are :

429 - m

|                   |   |
|-------------------|---|
| التنوين           | An unvowelled Nūn coming at the end of a noun, and is indicated by duplicating the vowel of the last consonant.               |
| التوكيد           | A word brought for emphasis   |
| جر                | Genitive; i.e., the case of the noun in which the noun usually has the kasrah ending.   |
| جزم               | Jussive; i.e., the declinable case of the verb in which the ending of the word is the sukūn.                                  |
| الجمع             | Plural.   |
| جمع التصحيح       | Sound Plural.   |
| جمع التكسير       | Broken Plural.  |
| جمع المذكر السالم | Masculine Sound Plural.   |
| جمع المؤنث السالم | Feminine Sound Plural.  |
| الجملة            | Sentence; a statement consisting of at least two words.   |
| الجملة الاسمية    | A sentence beginning with a noun. It consists of the subject and its predicate.   |
| الجملة الفعلية    | A sentence beginning with a verb. It consists of a verb and its doer.   |
| الحال             | An Accusative active participle denoting the condition of the doer or the object of the verb.                                 |
| (حروف ، أحرف) حرف | Particle, (particles).  |
| حرف المد          | A long vowel.   |
| حروف الجر         | The Prepositions.   |
| حروف الزيادة      | The ten letters, one or more of which may be added to the root of a verb to affect a derived meaning. These ten letters are : |
|                   | س ، أ ، ل ، ت ، م ، و ، ن ، ي ، هـ ، ا  |

The Conjunctions.

The Alphabet.

TL- n.yvy| <'nA^A T\* rtnn Ka 7 l ^ l —

iUC ricuivaiv, XV vail X

\*LJU-\$ or A^i .

«\* \* 4

When it is just a noun, it is described as \$ y^ t  
Nominative; i.e., the declinable case in which  
the base ending of the verb or noun is usually the dammah.  
Absence of vowels, an unvowelled Consonant.

The sign indicating a duplicated consonant.

Movell, vowel.

The subject concerned with the forms and patterns of the word.

The 'forward' vowel, like u in put.

The Personal Pronoun.

A noun, mentioned or assumed to which a pronoun refers.

Conjunction

A proper noun

The "open" vowel as u in but.

The Doer of a verb; it does not precede the verb.

Verb (verbs).

Imperative.

430 - tV

The five-letter Verb.

A five-letter verb.

A four-letter verb, all consonants or including a long vowel.

A six-letter verb.

A verb ending with a consonant.

A transitive verb.

Past-Tense.

A transitive verb.

A verb consisting of integral parts only.

A verb which contains one or more letters from among the Increase Letters, not existing in the basic root of the word.

A Verb indicating Present or Future Tense

A verb in which the final letter is a long vowel; namely; Alif, Waw or Ya\

A "broken" vowel like i in pin.

A word (words).

The LA introduces a negative statement.

A word with the fathah vowel which introduces an emphatic statement.

~~THE~~ MA also negates the statement it introduces  
A noun beginning a statement in the Nominative case.  
•

431 — iX\

JL\_AI

IS\*\*

o

(~)

/JULI

^iJw w wl 1

jiA . «, < aU ■ -, ^

A word the case-ending of which is static.

— - >

A verb beginning with a Waw or Ya.

Dual.

A noun introduced by the definite article.

The sign appearing over an elongated ‘open’ hamzah.

Masculine.

A noun, often accusative, excepted by the particle

v'

%

Infinite, Verbal Noun.

The first part of a construct phrase.

A \_Jl vJ&Lail

«\* &

The second part in a construct phrase.

A noun or a verb the case ending of which is dynamic.

**j\_ijj.1**

**j > Jll**

A definite noun.

A word joined to a preceding one by means of a conjunction.

0 > j—ill)

siRience ^ 0

A ■ J ^K-ill

Singular.

A vocative noun which is neither a mudaf nor a

noun with power affecting the following noun. It also the Predicate which is not a sentence or a quasi

The Accusative object of a transitive verb.

المتعول فيه

An Accusative noun denoting time or place.

jIUt JyuM



(J j » dl i

The Absolute object of a verb.

An Accusative noun following a Waw conveying the sense of “along” or “besides”

432 - W

A noun ending with a long vowel Alif.

A noun ending with a long vowel Alif followed by a hamzah.

An unnnated noun.

The Vocative.

A syllable.

A noun ending with a Ya\

Feminine.

Substitution of the Doer of a verb which is transformed into the verbal pattern of Passive voice.

Grammar, Study dealing with the case endings of the word.

The Attributive Form.

Accusative; i.e., the declinable case in which the case ending of the verb or noun is the fathah.

The Adjective

A common noun

A Ham often duplicated or simply unvoiced suffixing an Imperfect or Imperative verb for emphasis. It is regarded as a particle, and when it suffixes the verb it fixes its vowel ending as sulebn.

The Feminine Pronoun. When it suffixes a verb it fixes its vowel-ending as fathah.

A glottal stop.

An initial Hamzah which sounds always.

433 — (TT

A—J ( )

J\*iJl <L)jj

An initial hamzah which sounds only when the speaker begins with the word it introduces, but disappears when its word joins the previous word.

A sign resembling the head of Sad appearing on top of Hamzat al-Wasi.

The pattern which a Verb may assume.

4)1

همزة الوصل

An initial hamzah which sounds only when the speaker begins with the word it introduces, but disappears when its word joins the previous word.

(ّ) وصلّة

A sign resembling the head of Sad appearing on top of Hamzat al-Wāṣl.

وزن الفعل

The pattern which a Verb may assume.

الحمد لله أولاً وآخراً